

**PLANNING, PREPARATION AND
EVALUATION OF IN-SERVICE TRAINING
PROGRAMMES FOR SOUTHERN REGION**

REPORT

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FOREWORD

The Programme "Planning, Preparation and Evaluation of In-service Training Programmes" organised for the DIET faculty of Southern region by RIEM has been closely observed by me at different stages during the past two years. The TEAM did a lot of meticulous planning and preparation required for the conduct of the programme well in advance, brought out meaningful materials required for the conduct of the programme and ultimately organised the programme effectively and efficiently. The different aspects of In-service programmes were systematically and effectively dealt with. The training programme itself has helped the participants to understand RIEM's way of organising programmes. It is a big achievement of the TEAM and I wish to express my congratulations to them. I am proud to say that their hard work has been rewarded with success that they really deserve. The participants' views expressed in the evaluation questionnaire and in the valedictory function, amply speak for the success of the programme.

I am sure this report itself would serve as a good guide to conduct a training programme even for those who were not fortunate to participate in this training.

(G.RAVINDRA)
Principal

Place: Mysore

Date:

PREFACE

At present, serious attempts are being made to bring about considerable improvement, both quantitative and qualitative, in the primary education scenario in all districts of the country. In this regard, DIETs (District Institutes of Education and Training) have a pace-setting role to play in attaining excellence in elementary education at the district level. They have been conducting a variety of in-service programmes for different target groups that are coming directly under their jurisdiction, in addition to pre-service training. They have been doing good work in their own way. However, the Education department of the Southern States felt the need for training their DIET faculty in the area of "Planning, Preparation and Evaluation of In-service Training Programmes". Thus, the State authorities sought the academic inputs from the Regional Institute of Education, Mysore (RIEM) to train the DIET faculty.

The DIET faculty received the necessary inputs on all aspects of 'Planning, Preparation and Evaluation of In-service Training Programmes' at RIEM in three phases each of five days during 2001-02 and 2002-03. The present report is one of the outcomes of the training programme. The TEAM did its best to give the necessary inputs required for the faculty of the DIET. The TEAM expresses its sincere gratitude to Prof.P.R.Nayar, Prof. V. Kesavan, Mr. N.R.Nagaraja Rao, Dr.G.R.Prakash and Dr.B.S.Raghavendra for their involvement while explaining "Our Way". The TEAM really enjoyed working together to achieve more and benefited by sharing the experiences of all the members.

The report has four parts. 'Part -I' deals with the "Conceptualisation" and "Our Way"; Part - II gives the detailed report of the different events and sessions of the entire programme and also the evaluation of the programme; Part - III presents twenty-four abridged versions of the In-service Training Programme proposals developed by the participants; Part -IV includes all the materials - formats and questionnaires - used during the conduct of the programme.

It is hoped that this comprehensive Report gives better insight to the DIET faculty to conduct effective and meaningful training programmes.

-THE TEAM

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Part-I

CONCEPTUALISATION
and
OUR WAY

ceptualisation

PLANNING, PREPARATION AND EVALUATION OF IN-SERVICE TRAINING PROGRAMMES

THEME PAPER

"A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame."

-Rabindranath Tagore.

INTRODUCTION:

Training: In any programme of development, training is a deliberate intervention, interwoven in the form of training activities. These training activities are based on sets of training objectives. These objectives may be (1) to train the new entrants to the organization and (2) to introduce new policies, procedures, programmes and practices. Without training, the desired performance cannot be achieved. In training, the focus is on learning by individual the new ways of doing things - i.e., better performance, and, secondly the transfer of learning in the work situation, directed to the greater organizational effectiveness and the resultant impact on the target beneficiaries.

Teacher training: In teaching profession too, just as in any other profession, training is very vital. The prospective teachers may have a very good theoretical knowledge of the content areas; but they should be able to drive home the concepts effectively to the students. Training would lead to better performance by the teachers, resulting in greater effectiveness of the institution and better learning by the students. In any educational system, the teacher is still the most important factor in the educational process. The quality of educational system is determined by the knowledge, skills and insights of the teachers. Two methods have generally been adopted to raise the level of these:

- *A progressive rise in the standards of academic and professional preparation required of the new entrants to the teaching profession; and*
- *The provision of opportunities to those already in service to improve their knowledge and skills.*

The former is the pre-service training and the latter, in-service training.

In-service training: According to an educational survey, about 87% of the teachers in India working at the elementary stage are trained, i.e., they have undergone a pre-service training course. However, their coverage under programmes of in-service education has so far been extremely limited. The teacher during his/her career is supposed to keep himself/herself abreast with the changes taking place in the professional environment and to develop his/her skills and attitudes in the light of changing roles. This is much more so when many changes are taking place in policy, priorities, technology, society and the world at large. Programmes that help the working teachers in this direction are

called in-service programmes. Professional growth, on-the-job-training and staff development are terms used frequently and often interchangeably with in-service training to describe programmes for the continuing education of professional school personnel. These programmes could be in the form of training, orientation, workshop, etc.

Why in-service training: New concepts of education in the context of national development and changing school curriculum demand new strategies for teacher preparation. Scientific and technological advances also demand for new teacher competencies. Pre-service training cannot foresee all such new trends, changes and demands. Hence the need for in-service training programmes. Such programmes must be action programmes, if they are to foster continuous improvement of teaching personnel and their performance in this period of rapid changes. Action programmes are the only means of preparing teachers to make effective use of new teaching devices such as educational television and other audio-visual equipments, language laboratories and the computers.

Training for whom: In the past, teachers participated in workshops, attended professional meetings or institutes or took university courses on their own initiative out of a personal sense of professional responsibility, concern for self-improvement or in order to acquire advanced degrees or salary increments. But today we cannot afford to leave in-service training of teachers to chance or individual initiatives. There need to be a planned programme of in-service training of all teachers. The National Commission on Teacher - I (1986) had recommended that "Attendance at an in-service training course may be mandatory for every teacher at least once in five years" and that the average length of such course might be of two weeks. The discovery of new knowledge, the restructuring of old knowledge, the great public interest in and concern for education and the commitment clamour for excellence and quality in education demand that the schools organise and put into operation good staff development programmes. Moreover, such programmes must be continuous since no system can avoid normal turnover as a result of retirement and death, and of marriage, maternity and moving. In addition, there need to be programmes to orient headmasters in educational planning and management. In-service training is also required for other personnel, viz., faculty members of the DIETs, co-ordinators of BRCs/resource centres, heads of CRCs and members of the VECs.

Types of in-service training: In-service training programmes may be broadly classified into the following types: awareness programmes, remedial programmes, upgrading programmes, programmes for special needs, curriculum programmes and instructional leadership programmes. In-service training programmes for primary teachers are conducted in content and methodology, MLL schemes, script writing and presentation techniques and in special areas like educational technology, Work Experience, art education, action research,

computer education, low cost teaching aids, moral education, AIDS education, adolescent education, multi-grade and multi-category teaching, etc.

Stages of training: Any training programme normally proceeds in four stages, viz., planning, preparation, implementation and evaluation & follow-up. What follows is a brief account of each of these stages.

A. PLANNING:

What is planning: Planning is 'the act of identifying, specifying and selecting goals, objectives and course of action for accomplishing the mission or broad, overall purpose of the institution.' Planning is a scientific methodology or a set of techniques with the help of which attainment of certain determined objectives is ensured. It is needless to say that the objectives have to be determined first. All the factors like cost, time, objectives, content, staff, clientele and environment have to be taken into consideration. Planning must also be integrated with the management function, including budget development and reporting, and in terms of achievement so that comprehensive evaluation process is possible. Successful planning is in itself a planned process.

Why planning: Planning gives a direction to the programme. It facilitates smooth sailing of the programme. Without a plan, 'who, what, when, how' - all these become very big questions on the spot and lead to utter chaos and confusion. Planning increases chances of bringing about the desired results; lack of it can only mean a great waste of time, effort and resources; lack of it can adversely affect training inputs. Planning augments efficiency and economy.

How to plan: How to go about this important task of planning? We can perhaps proceed in seven convenient steps. Incidentally, here we are considering the teachers as the target as most of the in-service training programmes are conducted for their benefit.

Step I - Need Assessment: Any programme is meaningful and relevant provided it caters to the felt needs of the beneficiaries or target groups. Hence, the first step in planning for an in-service training programme is to assess the needs of the teachers. This assessment should be comprehensive. Assessment can be done in different ways. We could review the needs as experienced by the system and expressed by the staff; use questionnaires, surveys and opinion polls among teachers; and use curriculum study and research findings, especially to introduce changes in instructional content and methods, changes in learning theory and changes in materials and equipment. In case, need assessment is not possible before planning is undertaken, training objectives should be considered tentative and made flexible enough to accommodate the results of the need assessment on the first day of the training.

Step II - Statement of Objectives and Selection of Content: Having assessed the needs, the next step is to set goals, objectives and inputs. Goals are statements of overall purposes; are broad, comprehensive and long term. The goals, to be meaningful and operational, should be translated into specific objectives. Objectives are specific statements that explicitly express the desired insights, skills, competencies, attitudes and values the trainees are expected to manifest after training. Goals and objectives should be consistent with the principles of learning. We should not start with very ambitious goals and objectives; but try to be practical, keeping in mind the background of the trainees, their needs, the time and resources at our disposal. The objectives have to be formulated and prioritised. Appropriate content for the training has to be thought of and tested out in order to realize the objectives.

Step III - Selection of Methods and Resources: Now comes the important step of selecting appropriate methods and securing needed resources to achieve the objectives of the training. Methods could range from guest lectures to paper presentation by the participants, panel discussion, brainstorming sessions, seminars, workshops, individual/group study/activities, demonstrations, lab practices, field trips, etc. Usually a judicious mixture of various methods is found effective and convenient. Anyhow, it may be emphasised that to be effective, training programmes should be action programmes wherein the trainees actively participate and not just be passive listeners or observers. Various factors like time, cost, resources and size of the group invariably play a role in determining the methods.

Availability of resources - both men and material - is a vital consideration in organising training programmes. Experts in the content/skill to work as resource persons/consultants and a knowledgeable person with good organising capacity and leadership quality to serve as the co-ordinator should be spotted out. There should be the cooperation from the staff members who are capable of handling the training assignments and supporting staff to look into the physical needs of the programme. Materials and equipment required for the training (like sound system, chalk board, bulletin board, audio-visual equipment, computers, stationery, etc.) and other facilities like rooms, furniture, lighting should be made available - not only in quality but also in the required quantity.

Step IV - Development of the Schedule: The duration of the programme has to be decided depending upon the nature of the programme and the methods to be followed. If necessary, it may be broken into two or three phases. Experience shows that too short as well as too long programmes have their own drawbacks; the duration has to be optimum to ensure the effectiveness of the programme. The actual dates have to be fixed depending upon the availability of the

resource persons and the venue, other activities of the institution and so on. Then a detailed day-wise schedule of events has to be prepared.

Step V - Sharing Responsibilities: Once the schedule is ready, the responsibilities will have to be assigned. There should be one person responsible for each event; anyhow, all the resource persons should be present for all the events as far as possible in order to ensure collective responsibility of the team. The chairperson for the various sessions of the programme could be decided on a rotational basis in order to involve all. Responsibilities of communication with the resource persons and the trainees, writing the report, maintaining accounts, making the physical arrangements for the programme, arranging food and accommodation, wherever necessary, should be entrusted to the right persons.

Step VI - Evaluation and Follow-up: Procedures for evaluation and follow-up also have to be decided at the planning stage itself. This is dealt in detail later in this handbook.

Step VII - Writing the Proposal: The final step in planning is writing the proposal and getting it approved by the competent authorities. The decisions of the above six steps are spelt out clearly and objectively in the programme proposal. (See the section on formats.) It includes the justification for the programme, the objectives, the target, the resource persons, the methodology, schedule of events, training outcomes and budget.

B. PREPARATION:

The plan has to be translated into action. Before the commencement of the actual training session, there is a lot to be done by way of preparation for the training programme. Communication, collection of resources and material development are certain significant tasks to be accomplished in this stage of preparation. (See the guide sheet on 'Preparation and Implementation' annexed to this handbook.)

Communication: The participants/trainees should be informed well ahead of the programme. The first letter of communication should give details of not only the venue and schedule, but more importantly it should mention the nature, scope and objectives of the training programme so that they can come prepared for effective participation. This sort of a prior intimation would provide them an opportunity to reflect upon the problems and issues in the area of training, discuss them with their colleagues and come up with suggestions.

The resource persons have to be communicated of their role in the training programme. They in turn can thoroughly prepare for the lectures, demonstrations, etc.

The controlling authorities have to be approached well in advance for necessary sanctions and permissions. The administrative staff should be informed of the need for the venue and accommodation, if necessary. The supporting staff should also be informed of what they are expected to do and when. Often training programmes fail due to breakdown in communication.

Collection of resources: A resource corner may be set up where case study reports, reports of workshops and other reference materials - all relevant to the area of training should be made available for the trainees. The library services should be best utilised. An adequate supply of other materials and equipment required for the various activities during the training should be ensured. Depending upon the number of participants, training manuals, questionnaires, etc., should be prepared in adequate numbers. Depending on the nature of the programme, films, filmstrips, projectors, slides, computers and multimedia, lab materials and stationery should be made available; care should be taken to see that they are all in good condition. Transparencies and charts may have to be prepared exclusively for the programme. A room should be selected keeping the size of the group in mind; other factors to be considered in this regard would be ventilation, lighting, acoustics, and seating. Proper furniture for various activities should be got ready. Above all, required funds should be got released as per the approved budget for meeting the expenditure of the programme.

Material development: Even though a lot of relevant reference materials may be available, nothing can serve as a better resource material for the participants than a training manual or a handbook prepared specifically for the programme. Also evaluation tools and other formats to be used by the trainees will have to be prepared. These development activities may necessitate a workshop of the resource persons. In this workshop, the resource persons could discuss, pool their experiences and resources and bring out the training manual. This workshop also provides a good opportunity to discuss the methodology and the evaluation procedures planned and to modify them, if necessary. In this workshop transparencies, charts and such other materials may be prepared. The problems that may arise in the conduct of the training programme may also be discussed and effective measures and alternatives thought of. A consensus could be arrived at regarding the role and responsibility each would take up depending upon their expertise and experience. This helps in better co-operation among the team members and better co-ordination of the programme.

C. IMPLEMENTATION*:

On the predetermined day, the resource persons and the trainees assemble at the set venue and the training programme is carried out as per the schedule of events; the plan is executed; the methods adopted; the resource materials are made use of; all these happen under constant and close monitoring by the team of trainers and resource persons, with continuous, smooth steering by the programme co-ordinator. "Monitoring is a process of watching periodically the progress of a programme in order to identify its strengths and weaknesses, if any, with a view to take corrective measures as needed for optimising the effectiveness of the programme" (Dave, 1980).

D. EVALUATION & FOLLOW-UP:

D.I. EVALUATION: Having implemented the programme, how do we know whether the training has been effective? Have the objectives of the training been achieved? For this purpose, we resort to the process of evaluation.

What is evaluation: Evaluation is basically a judgement-making process. It is the process of determining the quality of a programme and how the programme can be improved. This continuous and systematic process involves three basic acts: (1) gathering information at all stages (i.e., before, during and at the end of the training); (2) analysing and interpreting the available information to draw conclusions/inferences; and (3) offering suggestions for further improvement.

Why evaluation: Evaluation is necessary for measuring the effectiveness of training. Training should be evaluated to: (1) determine the extent to which the objectives of the training have been achieved, for example, gain in knowledge, development of skills and modification of values and (2) improve the planning and implementation of the training programme including the evaluation process.

Scope of evaluation: Evaluation pervades the entire training programme. It is the process used to identify the needs. It is the process used to set priorities among needs and to translate needs into programme objectives. It is the process used to identify and to select among different programme approaches, organisations, staff assignments, materials and equipment, facilities, schedules and other structuring choices in order to build a programme that has a high likelihood of success. It is the process used to monitor whether a programme is resulting in desired outcomes and why the outcomes are as they are. It is the process used by people concerned to determine whether a programme should be

* Implementation is not within the purview of this training, anyhow, for the sake of completeness, it is also discussed here very briefly.

supported, changed or terminated. It is the process used to judge requests for resources to support the programme. Thus we see that evaluation encompasses literally all the steps/components of the training like establishing the needs, setting of objectives, building curriculum, selecting methodologies, obtaining resources, conducting evaluation and follow-up and subsequent improvement of the training itself; it should be borne in mind that evaluation is a means towards improvement and not a goal of the programme.

Stages of evaluation: Training evaluation basically comprises of three stages. (1) Pre-training or context evaluation is the basis for selecting the relevant objectives for training and also for designing training programmes. In this stage baseline data on the knowledge, skills and attitudes of trainees are gathered, trainees' needs and institutional/district requirements are analysed and the gaps between 'what should be' and 'what is' are identified. (2) In-training or process/formative evaluation assesses the training programme itself as it progresses, to find out the extent to which the programme is being implemented as planned and to determine what improvements/adjustments have to be made to attain the objectives. In this stage data are collected through short tests to the trainees, informal talks with them, observation of their behaviour and resource persons/trainers' meetings. (3) Post-training or product/summative evaluation is done to find out the extent to which the training objectives have been achieved and the original training scheme implemented so that decisions can be made as to whether the training programme or any of its parts should be revised, continued or terminated. Data in this stage are obtained through comprehensive tests, demonstration lessons, comments of observers and specialists and impression of trainers and trainees.

Evaluation instruments: An evaluation instrument is a tool for gathering data about the process or impact of training. It elicits information in writing, orally or indirectly. Validity and reliability are the two major characteristics of any good evaluation instrument. There is a wide variety of evaluation instruments: questionnaires, checklists, tests, peer rating, self reporting, interviews, observation, expert opinions, informal feedback, surveys, organisational records and documents. An appropriate instrument is selected in the planning stage itself. It has been found that observation gives excellent coverage in evaluating the training process and is also most suitable for determining job performance. When it comes to the question of assessing impact, tests give excellent coverage for measuring knowledge gained, questionnaires for measuring attitudes developed and expert opinion for measuring skills. In the stage of preparation, the instrument is designed and refined. The resource persons' workshop is a good opportunity to do this. The purpose of evaluation is to assess the degree of change in the knowledge/skills/attitudes of the trainees as a result of the training. Hence there is a need to design two evaluation instruments - one for administration at the beginning of the training and the

other for administration at the end of the training. The instruments are administered to the trainees in the stage of implementation. The organisers have to analyse and interpret the data collected with the help of the evaluation instruments and arrive at a conclusion regarding the effectiveness of the training and determine the need for improvement in the various aspects of the training.

Immediate and ultimate evaluation: Generally, the organisers of the training programme develop an evaluation instrument, administer it to the participants and analyse the data to obtain the participants' reactions to the objectives and the programme. This is immediate evaluation. The ultimate evaluation is done by the participants themselves when they try to implement their newly acquired (in the training) knowledge or skill back in their work-spot. This will be in the form of self-evaluation by the trainees with reference to the training objectives. They may be asked to send periodic reports to the organisers.

D.II. FOLLOW-UP: Evaluation should continue even after the completion of the training programme using follow-up activities. It would be more meaningful and interesting if the trainees and trainers plan and work them out before the programme is over. Towards the end of the programme, each participant may tentatively plan the new activity he will be carrying out back in his workplace, using his newly acquired knowledge/skill. Such a plan will include a detailed step-by-step development of the activity and evaluation in terms of its objectives. These plans developed by the trainees themselves serve as a good indicator of the extent of the impact of the training. This is also one of the ways of ensuring active participation by the trainees. The trainees may review the progress of the activity with the help of their colleagues, identify the problems/difficulties/barriers in implementation and keep the organisers informed through periodic reports. The organisers should continue to take an interest in the programmes of the participants' institutions and offer suggestions in consultation with experts, if needed. This sort of keeping a two-way communication open is one of the follow-up activities. Other follow-up activities are investigating the trainees' performance on-the-job, visiting the trainees on-the-job and conducting refresher courses.

Another significant follow-up activity is the preparation of a comprehensive report of the programme including the need for the programme, objectives of the programme, details of the trainers, resource persons and participants, session-wise reports of the programme, and most importantly the evaluation analysis as also the feedback/reaction from the trainers and trainees and any other observers. Dissemination of the training manual and the report is a useful and the last act of the training programme.

CONCLUSION: The quality of education is very significant from the viewpoint of the nation's development and progress. The quality of education, in turn, depends on the quality of the teachers. No effort should be spared in constantly improving the quality of the teachers. This underlines the importance of in-service training. Let us remember here the words of Mark Van Doren:

"The teacher who does not love to learn will never cause anybody else to do so."

OUR WAY

OUR WAY
Title
**TRAINING THE DIET FACULTY OF KARNATAKA STATE
IN CONDUCTING ACTION RESEARCH**

Programme Co-ordinator: **A.S.N.Rao Sindhe**

Target Group: **(26) DIET Faculty and (54) Primary school
teachers of Karnataka State**

Overview of the Programme: Action Research is a form of self-reflective, scientific enquiry undertaken by the practitioners in their immediate situation in order to improve their own practices. This type of research is of immense value to the classroom teachers. The programme was organised by RIEM at the request of the State DPEP in May 1998. This worthwhile research-oriented training programme was unique in more than one respect - the duration, two-level design exposing both the DIET faculty and the primary school teachers simultaneously to action research, in-built feedback, production of highly useful technical materials, intangible results in the form change in attitude in many people and the team effort. For RIEM, this was only a humble and sincere beginning on the road of improvement in the quality of teaching and learning at the primary school level in the light of action research!

PLANNING:

Needs of the Teachers:

Action Research has a great potential in improving the standard of education. It shows the way for the teachers to carry out research in the place where they are working so that it will have a direct relevance to their work and develops a lot of faith in them. As a prelude to this, it is essential that the faculty, in-charge of training the teachers, be given a thorough understanding and practical experience of Action Research.

Objectives:

1. To help the DIET faculty form a clear concept of action research
2. To develop professional competence in them to conduct action research

Selection of Content:

The content specifically developed in the form of training package covered concept and process of action research, different moves, concerns, etc. The content selected for action researches were the teacher-identified problems related to primary level in the areas of language, EVS and mathematics.

Securing the needed Resources:

Human resources

The Team: The team comprised of the Programme co-ordinator and eight other resource persons drawn from various departments of RIEM and outside. The Advisory body guided the team.

Material Resources & Physical facilities: All the available resources of RIEM, DIETs and the primary schools were optimally used.

Duration : Commencement : May 1998
Completion: November 1998

Programme Proposal: As per SPD's request it was prepared and submitted within a week for approval by the State authorities.

PREPARATION

Communication: The team members shared the responsibility of sending communications to Resource persons, Guest lecturers, Controlling authorities and Participants.

Collection of Resources: Special arrangement for library services was made. Adequate supplies of materials, equipments, handbook, guide sheets, activity sheets, stationery materials, etc. were looked into.

Material development: All the materials required for the transaction, fieldwork and other activities were developed by the team.

IMPLEMENTATION

Promoters

- Administrative-supporting system; State DPEP collaboration and enthusiasm shown by all the beneficiaries and the students of all the schools;
- Encouragement and active involvement of the team members.

Constraints

- Inadequate time for planning the activities;
- Hassles in the financial transaction.

EVALUATION & FOLLOW-UP

The details of evaluation are given in appendix.

There was a greater demand for this programme from all the Southern States. Similar programmes were organised by RIEM for Pondicherry, Tamilnadu, Kerala and Andhra Pradesh DIET faculty. Similar exercise has been taken up at the secondary level by the NCERT on a much larger and wider scale. The periodical reports received from the State DIET personnel are quite encouraging.

OUR WAY

Title

DEVELOPMENT AND EVALUATION OF COMPETENCY-BASED AUDIO-PROGRAMMES IN TAMIL LANGUAGE FOR V STANDARD STUDENTS

Programme Co-ordinator:

P. Veerappan

Target Group:

Primary school teachers and students

Overview of the Programme: Realisation of quality elementary education has been the main thrust since the adoption of National Policy on Education, (1986). In line with this, facilities have to be expanded using the available technology. While thinking of the curricular areas of elementary education, the four fundamental basic skills come to the front. Listening skill as the prime rung of the basic skills needs attention for the development of quality primary education. Traditional methods to develop listening skill are not very effective and audiocassettes are identified as a suitable medium to provide effective learning context. To develop the listening skill, audio-programmes were prepared and validated. In this process, teachers were trained in the art of writing the audio-programmes, the use of these programmes in the classrooms and the validation of the audio-programmes.

A. PLANNING

Need for the project: This project proceeded in two stages, the first stage pertaining to the production of the learning material and the second, to the testing of the same. While planning for effective learning, preparation of learning materials is the first task. The first stage was visualised in three dimensions: a) preparation of the learning material, b) accessing the learning material and c) learning modality. The produced learning material has to be tested for its suitability and effectiveness before its larger circulation. Hence the need for the validation of the produced learning material in the second stage.

Objectives:

1. To identify various literary forms suitable for developing listening skill.
2. To prepare listening text suitable to the level of standard V.
3. To validate the text through field study.
4. To provide orientation to the teachers to the methods of teaching listening skills, preparation of audio lessons and testing of listening skills.

Selection of content: The content for the lessons was decided on the basis of the syllabus in vogue (MLL) and the following literary forms were found suitable by the experts for the purpose of developing listening skill: Narration (story), Description of events, Instruction to do a task, Essay in standard Tamil, Dialogue, Discussion, Songs, Long speech (dramatic monologue) and Spoken language.

Securing the needed resources:

Human Resources: The team comprised of the programme co-ordinator, two eminent retired persons from IASE and other persons from AIR and DD, Chennai.

Material Resources and Physical Facilities: The resources available at the Field Advisor's office, ETV studio at DTERT, Chennai and all the DIETs of Tamilnadu were optimally used.

Duration: Two years (1999 - 2001)

B. PREPARATION

Communication: The programme co-ordinator, in consultation with the Director of DTERT and Director of Elementary Education, Tamilnadu, identified the teachers, giving adequate representation to the different areas of Tamilnadu. Letters were sent to them. The resource persons, guest lecturers and the controlling authorities were informed well in advance.

Collection of resources: Audio-cassettes and some relevant print materials were collected from RIE, Mysore. The available books on the subject, teachers' manual, Stationery materials, etc. were collected in time.

Material development: The Resource Persons prepared *Handouts* for the 3- day Workshop.

C. IMPLEMENTATION

Development of audio programmes: In a three-day workshop, primary school teachers were given orientation and then audio lessons were written. The teachers were also given orientation as how to train the students to lend their voice for recording the lessons. All the lessons were recorded with the help of the AIR staff at ETV studio, DTERT, Chennai. They were edited at the AV studio, RIE, Mysore. Fifty sets of materials were produced for use in field-testing

Evaluation of audio programmes: Twenty schools were selected, giving due representation to the four regions of Tamilnadu and to rural and urban & aided and unaided schools. Teachers from these schools were trained in the use of the audiocassettes in the classroom and evaluation of the performance of the students in listening skill. There was a final workshop to analyse the data.

D. EVALUATION & FOLLOW-UP A questionnaire to collect the views was used.

OUR WAY

Title:

TEACHER TRAINING PACKAGE ON THE HARD SPOTS IN CLASS X MATHEMATICS TEXTBOOKS OF KARNATAKA STATE

Programme Co-ordinator:

Dr.B.S.Upadhyaya, RIEM

Target Group:

Secondary School Mathematics Teachers

Overview of the Programme: A 2-day preliminary workshop was organised at RIEM on 2-3 Sept. 1996 to identify the topics that were difficult from the point of view of teaching. Twelve Mathematics teachers teaching mathematics at Class X participated in the workshop and identified the hard spots. The topics were further crosschecked for their difficulty from the point of view of the students by visiting a few local schools, interviewing and talking to the Class X students. After identifying the hard spots, training materials were developed by RIEM faculty on these topics in Draft form. These materials were tried out in a 5-day Training Programme held at RIEM involving 25 Mathematics teachers teaching Mathematics at Class X from various districts of Karnataka State from 6th - 10th Jan. 1997. Based on this tryout, the training package was finalised and was brought in the form of a Handbook for teachers. This handbook is now acting as a guide for teachers in Teaching the topics identified as hard spots.

PLANNING

Needs of the Teachers:

Mathematics textbooks of Karnataka State were revised a few years ago. Teachers using these textbooks have been facing some difficulty, as some of the topics included in the textbooks are entirely new to them. Most of the teachers were seeking help in transacting these topics in the classroom, from State educational functionaries as well as RIE faculty, in various forums. In the meeting of the RIE State Coordinator with the state educational functionaries to identify the State needs, it was felt that to help the teachers in transacting these difficult topics, there was a need to develop a training package which could include methodologies to be adopted in teaching various new topics, explanation of the new concepts and additional illustrations, solutions to difficult problems and some additional problems wherever needed.

Objectives:

1. To analyse the Mathematics textbooks of Class X and identify the hard spots in which teachers need additional inputs.
2. To develop a suitable training package (Hand book for teachers).
3. To tryout this Training Package in a 5-day Training Programme of Class X Mathematics Teachers.
4. To finalise the Training package, based on the Tryout training programme

Content: Following topics were identified as difficult content for transaction:

Vectors; Algebraic structures; Permutation and combinations, Probability; Similar triangles, Geometrical constructions and Graphs

Securing the needed Resources:

Human resources: Based on past experience of working in teams, following Resource team was identified by the Programme coordinator. Both RIEM faculty and external resource persons were include in the team.

Material Resources: All the facilities available in the institution were made use of for both the Workshop and the Training Programme.

Physical facilities: Facilities available in the institution were made use of.

Selection of appropriate methods: The modes of transaction in the programme were lecture-cum-discussion, small group discussions and group-wise presentation.

Schedule : (Phases)

Four phases - (i) Two-day Workshop; (ii) Preparation of Draft (iii) Try-out of the Training Package (iv) Review and Finalisation of the Package (Handbook for teachers). Guidelines for using the Handbook in organising a 5 -day *Training Programme for teachers*, was provided, giving weightage for each topic and proposed a schedule (flexible) to transact the content in a more systematic way.

Procedure for evaluation and Follow-up

During the concluding sessions of the different phases of the programme the views and opinions of the participants and RPs were taken and suggestions were incorporated while finalising the Package.

Writing the Proposal: Proposal was written and after thorough discussion with colleagues, it was submitted to the Principal of RIEM. Proposal was discussed in the State Coordination Committee, which recommended it to the Institute's Management Committee. After the discussion in and approval of the Management Committee it was sent to the Programme Advisory Committee of NCERT. After the approval suggestions of the Committee were incorporated.

PREPARATION

Communication: This part of the activity was carried out by the DEE, RIEM.

Collection of Resources: All the resources available in the institution and the community were used by the Programme co-ordinator. Stationery required for the programmes were purchased from the Stores.

Material development: Based on the outcomes of the 2-day Preliminary Workshop for identifying the hard spots and further interactions with teachers and students, content was ascertained and in consultations with the Resource Team members, the topics were allocated to them for material development.

Training Package (Handbook for Teachers) for the specific purpose was developed.

IMPLEMENTATION

Promoters

- Administrative supporting system provided by the head of the institution;
- The encouragement and active involvement of the faculty members.

Constraints

- Inadequate time for planning the activities;
- Hassles in the financial transaction.

EVALUATION and FOLLOW UP

Evaluation: Direct observation and interviews for the process evaluation and views and opinions (oral) for programme evaluation. Tools for testing the comprehension were in-built in each of the units. Also additional exercises were supplemented.

Inference: Opinions expressed by the Participants at the end of the Try-out Training Programme and their performance in various in-built tests showed that the Programme was highly successful.

Follow-up activities:

The handbook was sent to participants and they were requested to give their constructive criticism. The handbooks were highly appreciated as was evident from the requests for additional handbooks from their schools. The resource persons of the subsequent training programmes organized by the State Agencies also used these handbooks. Subsequently the programme coordinator started receiving more requests for the handbooks from the participants of these programmes. This was communicated to the DSERT. The state agency got the handbook translated in Kannada, Printed it and supplied it to secondary schools in Karnataka.

Part-II

**REPORT
of the
PROGRAMME**

REPORT OF THE PROGRAMME

A. PLANNING:

New concepts of education in the context of national development, changing school curriculum and scientific and technological advances necessitate in-service training programmes. In-service training programme proceeds in different stages like planning, preparation, implementation, evaluation and follow-up. The needs of the trainees, objectives of the training, resources, evaluation tools and a host of other aspects have to be taken into account in organising the training programmes. For the training to be effective and fruitful, the trainer should have a thorough understanding of all the stages and aspects of training. It was felt that the DIET faculty, who are in-charge of conducting in-service training programmes for teachers and other persons, should be trained to conduct such training programmes; they should get a thorough grip of planning, preparation and evaluation of in-service training programmes.

This programme was organised with this end in view on the request of the Karnataka State Department of Education. The Department approached the Regional Institute of Education, Mysore, (RIEM) in this regard. The Principal of RIEM entrusted this responsibility to Dr.A.S.N.Rao Sindhe. After due processes, this became one of the PAC (Planning and Advisory Committee) approved programmes of the RIEM for the year 2001-02(Phase I).

In the subsequent State Co-ordination Committee Meetings, as all the other Southern States also expressed their desire to have such programmes for their DIET faculty, the Principal, RIEM, once again requested Dr.A.S.N.Rao Sindhe and his team to organise a regional programme this year for the benefit of Andhra Pradesh, Tamil Nadu, Kerala and Pondicherry. Thus this became one of the PAC approved programmes at the regional level for the year 2002-03. Faculty members of the DIETs of Tamilnadu and Pondicherry participated in Phase II of the training programme and those of Andhra Pradesh and Kerala in Phase III.

Objectives

1. To develop a Handbook for the training of DIET personnel in Planning, Preparation and Evaluation of In-service Training Programmes;
2. To train the DIET personnel in Planning, Preparation and Evaluation of In-service Training Programmes.

Content

This consisted of three broad areas:

THEME PAPER on " Planning, Preparation and Evaluation of In-service Training Programmes"

'OUR (RIEM's) WAYS' OF CONDUCTING IN-SERVICE PROGRAMMES.

- Content Enrichment - Teacher Training package on the hard spots in Class X Mathematics Text book of Karnataka State.
- Lab activities in Science in the form of demonstration.
- Development and Evaluation of Competency Based Audio Programmes in Tamil for V Standard Students
- Question Bank and Text book analysis.
- Training programme for the DIET faculty of Karnataka State in conducting Action research.

PROBLEMS AND ISSUES experienced by the participants *in conducting In-service Training Programmes* in their DIETs.

Method

The mode of transaction was mostly interactive in nature. Participatory approach was resorted to by each member of the team through out the programme. Focussed discussions, demonstration of lab experiments, Panel discussions, group activities, small and large group presentations and brainstorming sessions were the techniques employed during the programme. The theme paper and Our Way presentations were given totally eight hours that included two hours of Lab demonstration. Almost all the areas of Theme paper and Our-way presentations were made using multimedia to reduce lecture to the minimum. The ratio of time allotted for theoretical inputs to activities by the participants (viz., group work, presentations and discussions) was 1: 7.

B. PREPARATION:

The programme co-ordinator collected all the relevant information required for the programme from the available resources and brought out a draft for discussion on the present theme in the form of an outline of the Training Package (consisting of the theme paper, formats needed for the programme proposal, guide sheets, evaluation sheet, etc).

Phase :I - Resource persons' Meeting (6th August 2001)

As scheduled, the meeting took place in the Computer Application Laboratory of the Institute. Dr.Sindhe welcomed all the members and explained briefly the background and outline of the purpose of the programme. He gave an account of the plan of action of the training programme. The draft of the theme paper was given to all the RPs (Resource Persons) to make a thorough analysis and thus the first reading of the training materials took place. There was a lively discussion and views were exchanged. The various activities to be included in the training programme were discussed. Slides were viewed for getting proper perspective of the different dimensions of a training programme. The team also suggested the inclusion of the 'implementation" stage for the sake of completion of the

programme cycle. Hence it was decided to just include one paragraph about "Implementation" and make a note that this stage has not been focussed upon in the present programme and if the DIET faculty wanted additional information regarding the implementation stage, then provision could be made for reference to the relevant materials.

It was agreed upon by all the team members to go through the outline draft leisurely and come with their observations in the areas to be discussed, elaborated, and written meaningfully so that the development of the training package becomes easier. Adequate time was given to go through the material and to record their observations.

Resource Persons' Workshop (27th - 30th August 2001)

In this four-day Workshop of Resource persons held from 27th to 30th Aug.2001, the second draft of the training package was critically examined, discussed and modifications were made in order to make the package functional and simple to comprehend. A final version was thus prepared a copy of which was sent to Dr.P.R.Nayar(educational consultant, who had agreed to deliver the Keynote address) for his scrutiny and expert comments. To make the presentation more comprehensible, computer aided slides were prepared. The day-wise details of the workshop are given below:

27th Aug 2001

Prof. G. Ravindra, Principal, RIEM inaugurated the four-day workshop. In his inaugural address, he expressed that in general there is a mismatch between needs and programmes. He emphasised the importance of need analysis before undertaking a programme and added that a good programme emerges from the identification of the needs at the grass roots. He also appreciated the endeavours of the team in bringing out a specific training package to help the DIET faculty in Planning, Preparation and Evaluation of the In-service training programmes. Earlier Dr. B. S. Upadhyaya welcomed the resource persons and informed that the Government of Karnataka requested the RIEM to train the DIET and the CTE faculty in Planning, Preparation and Evaluation of the training programmes. The Programme co-ordinator pointed out that the TEAM is the same as the one earlier involved in organising a 92 -day training programme on 'Action Research'. In the previous programme, the word 'team' was expanded as 'Together Everyone Achieves More' and this time the word 'real' has been prefixed to the team. He explained that the approach of the team should be 'REAL', viz, Respect every one's view; Encourage every one to involve; Ask meaningful questions; and Listen. He said that this programme is only for the DIET faculty, and CTE faculty are not included in order to avoid heterogeneity. The inaugural session was concluded with the vote of thanks.

In the second session, Dr.Sindhe briefed the proceedings of the one-day meeting of the RPs held on 6th August 2001. He also showed the team the materials regarding in-service training programmes, collected personally by him from the Dharwad DIET. The team felt that their project proposal format is not adequate to plan programmes and that a format should be developed for the same. With regard to need assessment, four levels have been identified. They are the DIET/DSERT, Co-ordinators of BRCs/Resource Centres, Heads of Schools/CRCs and primary school teachers. In the third session, the objectives of the training programme, training methodology and follow-up procedures were discussed. Regarding the mode of transaction, it was decided to follow participatory approach. The drafts of letters to be written from the institute to the Director, DSERT and Principals of DIETs were discussed and finalised. The Schedule of the training programme was discussed and suitable changes were made in the final timetable to be sent to all the functionaries involved.

In the fourth session, Dr.B.S.Upadhyaya presented a content enrichment programme organised by him in the past as "Our Way". This was finalised after thorough discussion. Then Smt .B. Sarada presented the theme paper. This was discussed and finalised up to Planning stage.

28th Aug. 2001

On the second day, the work was mainly focussed on finalisation of the theme paper; the second part of the theme paper was taken up for discussion. Under the heads preparation and implementation not much change was envisaged except for a few minor details. However, under Evaluation and Follow-up, there were a few alterations and reorganization. Format for the Programme proposal was also discussed.

In the afternoon session, Formats for Our Way, Profile, and Brochure (to be sent to the DIETs) were discussed. In Our Way format, it was decided that the objectives might be stated under the heading Planning, after the sub-heading of the needs of the teachers. It was agreed upon that Our Way Format should be in conformity with what is decided in the theme paper and that format was accordingly modified.

Brochure to be sent to the DIETs was discussed in detail and accepted with minor changes. It was decided that three copies of the brochure should be sent to the DIETs - one for the office reference and two copies to be given to the deputed DIET faculty members, so that the participants may go through it before attending the programme.

In the profile form, after discussion, it was agreed that the questions to be asked may be based on the objectives of the programme and the expected

learning outcomes of the programme listed in the brochure and that the items should be on a 5-point scale.

29th Aug. 2001

The day started with the finalisation of the profile, which is to be administered to all the participants on the first and the final days of the training programme. Next, the format for the detailed version of any programme the participants may be planning for was discussed. It was decided that the format should follow the theme paper to the extent possible. Hence, first an activity sheet (annexed to the training package) in the form of a checklist of items under planning, preparation, implementation and evaluation was prepared. Then, four formats were decided upon: 1. Programme - Detailed version- consisting of four sections, viz., planning, preparation, implementation and evaluation; 2. Programme - abridged version; 3. Programme proposal - forming the seventh item in the planning section of the detailed version; and 4. Abstract of the proposal. The Planning section of the detailed version, the programme proposal and the abstract were discussed and finalised. The team members also discussed what exactly the participants would be required to write under each item. (Anyway in the third phase, these formats were reduced to just two - Detailed version and abridged version of programme proposal. See annexure).

30th Aug. 2001

The team continued the discussion of the format for the detailed version. Items under preparation, implementation and evaluation were finalised. Next, the format for the abridged version was also finalised. A questionnaire for the evaluation of the programme was developed. The four sections of this questionnaire comprise questions pertaining to personal information, objectives of the programme, management of the training programme and follow-up action. This questionnaire would be administered on the last day and the team would strive to analyse the responses of the participants and present the inferences while consolidating the programme outcomes in the valedictory session. As it was felt that the time might not be sufficient for the participants to complete all the formats, it was felt necessary to make some changes in the timetable.

As a next step in the stage of preparation, communications were sent to the concerned people well in advance. The materials like - brochure and timetable - along with the Principal's covering letter were mailed to the DIETs so that the participants could come prepared for active participation and presentation too. Necessary arrangements for accommodation were also made. Sufficient copies of the handbook, formats, evaluation sheets, etc. were got ready.

Phase: II & III: Resource persons' Meeting (12th September 2002)

There was a need to have a day's Resource Persons' Meeting for the phases II and III of this regional programme as the new resource persons inducted into

the Team had to be oriented to the package and also to finalise the activities and sharing of responsibilities. As scheduled, the meeting took place in the Computer Application Laboratory of the Institute. Dr.Sindhe welcomed all the members and explained briefly the background and outline of the purpose of the programme. He gave an account of the plan of action of the training programme. The Training Package had been given to all the Resource Persons three days ahead of the Meeting, so that they could go through the material and come prepared for the discussion. The new activities included in the training programme were discussed. New slides were viewed for getting proper perspective of the different dimensions of a training programme and needed refinement was made then and there itself. The day-wise schedule and RPs' Job chart were distributed to all the members and discussed. The job chart spells out in unambiguous terms the roles and responsibilities of each resource person. The enthusiasm, active participation and the willingness of all the members of the Team made the Co-ordinator's job much easy.

C. IMPLEMENTATION

This programme was spread over two academic years and covered the southern region. Faculty from 80 DIETS had been invited to participate in the programme, but only 63 DIETS participated. In Karnataka alone, each DIET was represented by 2 faculty members and all other DIETs were represented by a single member. The programme was conducted in three phases as shown in the table below:

| Phases | I | II | III |
|---------------------|---------------|-------------------------|-------------------------|
| Dates | 8 -12.10.2001 | 16 - 20.9.2002 | 23 -27.9.2002 |
| State | Karnataka | Tamilnadu & Pondicherry | Andhra Pradesh & Kerala |
| No of DIETs | 20 | 26 | 17 |
| No. of participants | 40 | 26 | 17 |
| No. of groups | 10 | 08 | 06 |

Each phase was of 5 days' duration. On each day, the programme commenced at 9 a.m. and ended at 5.30 p.m. The focus was on the development of programme proposals by the participants under the direct supervision of the team members. All the three phases were conducted in the same manner with some very minor changes necessitated by circumstances (like the transfer of some RPs, induction of new RPs in phases II and III, the troubles in some of the southern States due to the Kaveri water dispute, etc.). On each day two participants were requested to record the proceedings of the morning and afternoon sessions. The following day, they were required to present their reports before the commencement of that day's activities. The following consolidated account is

based on the session-wise reports presented by the participants in all the three phases.

Registration: The first day of each phase began sharp at 9.00 a.m with registration of the participants at the Regional Institute of Education, Mysore, in the Technology block. It was followed by administration of a profile (Vide Annexure) to collect data regarding the participants' ability in organising in-service training programmes at the entry stage.

Inaugural session: The registration was followed by the inaugural session. In the first phase, Dr.B.S.Upadhyaya, the Karnataka State Co-ordinator, welcomed the participants, whereas in the second and third phases it was the privilege of Dr.N.N.Prahallada. The latter explained how the PAC programmes are thoroughly scrutinised and approved by different bodies at different levels. Dr.A.S.N.Rao Sindhe, the Programme co-ordinator, introduced his team members to all the participants and explained the background of the Programme and also gave the schematic representation of the entire programme. The participants introduced themselves one by one. There was a keynote address in the first phase by Prof. P R Nayar, who stressed the importance of in-service training programme and the need for proper planning, preparation, implementation and evaluation of such programmes. Dr. Ravindra, Principal of RIEM, presided over the programme. He expressed the need for in-service programme reaching every teacher in the field. He felt that the emphasis in such programmes should be on (i) the ability of the teachers to communicate with ease and effect while handling the Teaching-Learning situations and (ii) inculcating desired values in children. He strongly believes that the smiles of the teachers can do wonders. Dr.L.Srikantappa, Head, DEE, joining the inaugural session of the second and third phases, emphasised the need for training and developing Science centres in DIETs. The session came to an end with the vote of thanks proposed by Dr.B.S.Upadhyaya.

Theory: It was felt that the participants should get a thorough understanding of the various stages involved in the conduct of in-service training programme before they try to develop elaborate proposals for a programme of their choice. Hence, the theme paper was transacted in order to give them optimum theoretical input. It was done in parts and not at one go to avoid tediousness. Computer-aided slides were used to enhance the comprehension of the content during the presentation of the theme paper.

Mr.P.R.Rao explained the concept, scope and types of in-service training, highlighting some of the concerns and issues. In his talk for about an hour, he discussed in detail the objectives of training in general and of in-service training in particular and the types of in-service training programmes. The talk was supported by slide presentation. He pointed out that in our country, in-service

training has picked up momentum only after the NPE '86. Referring to the report of Acharya Ramamoorthi Commission, he drew the attention of the participants to the defective co-ordination and absence of research based in-service training programmes. In the first phase alone, this part of the theme paper was dealt with by Mrs.B.Sarada.

Mrs.B.Sarada gave an illustrative lecture on "Planning". She explained the pointers to planning, eliciting the same from the participants. She illustrated the seven steps of planning with appropriate examples and a number of slides. Through out the talk she interacted with the participants. She clarified the difference between goals and objectives. She also explained the importance of a task grid for every programme.

| Task | People | Place | Period | Comments |
|------|--------|-------|--------|----------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

The third lecture on the theme paper, viz., 'Preparation and Implementation' was delivered by Mrs.B.Sarada. She emphasised the importance of adequate preparation and the need for effective monitoring and supervision of the programmes. The discussion was quite lively. Simultaneously slides were presented. She also discussed the guide sheet (vide annexure) on preparation and implementation.

The last lecture was on "Evaluation and Follow-up" by Dr.Veerappan. It was a thorough probe into the 'what' and 'why' of evaluation, its scope, stages, types of programme evaluation, tools and techniques used in evaluation of the programmes. The multimedia presentations gave adequate scope for discussion on different issues related to the topics. In the first phase, this lecture was delivered by Dr.U.Lakshminarayana.

The participants were given an opportunity to copy in their floppies about a hundred slides, relating to various aspects of in-service programme, prepared by the organisers. Dr. Sindhe gave the participants some general instructions for using the slides supplied by the institution for their programmes. He requested the DIET faculty to use these materials both for self-learning and also in their future programmes, with due acknowledgement to RIEM. He requested them to give their feedback so that the materials could be refined.

Illustrations: To further the understanding of the participants, it had been planned to present some in-service training programmes conducted by RIEM as examples. These were presented under the heading 'Our Way' (i.e., RIEM's way)

by resource persons who had actually conducted these programmes. The participants' attention was drawn particularly to the planning and preparation involved in these programmes as well as the follow-up work taken up.

The first in this series was a content enrichment programme by Dr.B.S.Upadhyaya. He presented RIEM's way in developing a training package on the hard spots in Class X mathematics textbook of Karnataka State. The Planning, preparation, implementation and evaluation and follow-up activities of the programme were explained in detail. He shared his experiences with the participants and explained how this has been extended to a larger group through distance mode in the form of Tele conference just during the previous week in Karnataka State. The presentation was followed by a discussion in which the team answered the queries made by the participants.

The second illustration under 'Our Way' was a presentation on the RIEM approach in Capacity building of DIET faculty for guiding Action researches. It was nicely presented with the help of multimedia slides by Dr.Sindhe. He explained how the RIEM organized an Action research programme for 92 days at two-levels in different phases involving the DIET faculty, primary school teachers and students. The discussion during the presentation was very revealing. When some of the participants showed enthusiasm for more details of the programme, they were suggested to go through the 'DPEP Calling', December 1998 issue, the Training package and the Report of the programme available in the Institute's library. As some of the participants from Karnataka requested for some materials, they were given the abridged Kannada version of the handbook used during the programme. The end products shown were really very interesting.

The third presentation in "Our Way" category was a demonstration of Science experiments by Dr.V.Kesavan and his team at the chemistry laboratory, which held the participants spellbound. In the third phase, this session was conducted by Dr.G.R.Prakash. Simple and useful syllabus-related experiments on hydrogen and oxygen were demonstrated. The presentation literally ended with a bang. The significance of this session was that even though it was an activity for just an hour, the participants could really understand the importance of advance meticulous planning, working together at different stages of the activity and fine co-ordination among the resource persons.

The next presentation was a panel discussion anchored by Mr.P.R.Rao. He had structured the panel discussion in such a way that the participants had a lot of opportunity to interact and be focussed on the issue. Mr.N.R. Nagaraja Rao, who was on the panel, dealt in detail with a programme of Physics textbook analysis carried out by him. Mr.P.R.Rao also narrated an instance of how a textbook analysis was carried out by RIEM at the request of the Karnataka State

government, even when the materials were at the manuscript stage. He was explaining how the competency-based textbooks for classes I & II were brought out in the print form after a thorough analysis of each chapter and mailing the same to the concerned officials everyday for printing which was already under way. Dr.B.S.Raghavendra, another panellist, explained how he had carried out a programme of question bank preparation in Chemistry. In the second and third phases question bank preparation was presented by Dr.G.R.Prakash; also, instead of a panel discussion, there were independent presentations. The discussions were very informative.

In the last two phases of the programme, there was one more presentation in the 'Our Way' category; it was on "Development and Evaluation of Competency-based Audio-programmes in Tamil for V standard Students" by Dr.P. Veerappan. His presentation was lucid and very interesting, touching upon all the stages of the programme. His talk was supplemented with a slide show. The participants from Tamilnadu and Pondicherry also collected a set of audiocassettes and the related manuals developed by him.

The participants were also asked to share their experiences in conducting in-service training programmes. There was quite a variety of programmes conducted by the DIET faculty in the yester years. Content enrichment, educational technology, evaluation, school complex, action research, administrative training and IED were some of the areas in which they had conducted in-service training. There was much discussion on each of the programmes carried out by the DIETs. More emphasis was on discussion about the problems, which the participants faced while conducting the programmes. The programme co-ordinator synthesised the various problems under three heads - academic, organisational and financial. He requested the participants to concentrate more on academic and organisational aspects in the present programme. It is noteworthy that the RPs cited some of these very programmes (that the DIET faculty had presented) as illustrations in their lectures. Wherever possible, they also suggested how some of the problems encountered could have been overcome. Reflecting on their own programmes, all the participants expressed that in the system of their working there was no scope for planning and that evaluation stopped with the administration of a questionnaire and follow-up was lacking altogether.

Practicum: The lectures on the theme paper and the illustrations provided by the resource persons as well as the participants from their own experience together formed a sound foundation on which the participants started their practical work.

Group formation: On the evening of the first day, the participants were asked to think of an in-service programme that they would like to conduct in their own DIET, given a freehand and forgetting, for the present, the administrative and

financial constraints. On the second day, each one was asked to just name the programme he had thought of. These were plotted in a matrix of types of programmes versus the target group on the black board (shown below).

| Types of programme → | AWAWARENESS | REMEDIAL | UPGRADING | CURRICULUM | SPECIAL NEEDS | INSTRUCTIONAL LEADERSHIP |
|---|-------------|----------|-----------|------------|---------------|--------------------------|
| ↓ Target group | | | | | | |
| Teachers Primary (Lower) Primary (Upper) Minority institutions serving in tribal areas | | | | | | |
| Heads Head masters CRCs/BRCs | | | | | | |
| Co-ordinators | | | | | | |
| Members of VEC Youths | | | | | | |
| Others | | | | | | |

The co-ordinator drew the attention of the participants to the matrix and showed that all their choices were crowded into a few rows/columns, while some quarters were lying absolutely blank. He stressed the need for in-service training in certain potential areas. This made the participants rethink and some of them came up with a second choice of programme. Based on the areas of the programmes chosen by the participants, they were clubbed into groups of 3/4. Each group was assigned to one of the RPs.

Group activity I: In the first and second phases of the training programme, the participants were required to fill up a detailed version & an abridged version of the programme in addition to a proposal. During the course of implementation, both the RPs and the participants felt certain redundancies and the RPs felt it necessary to refine the formats. In the third phase, there were only a detailed version and an abridged version of the programme proposal (vide annexure). Each group decided to work on one of their choices of topics. The participants discussed in groups and wrote briefly the needs, objectives and the content of the training programme - the first few items in the detailed version of the proposal - under the guidance of their resource person. Then followed the group presentation. One of the RPs anchored this session. One member from a group had to present whatever had been written down. Then it was thrown open for discussion. The participants and the RPs took part in these threadbare discussions very actively. There were observations and constructive criticisms. These had to be recorded by the other members of the group. Similarly, all the groups were asked to make the presentations one after the other. This led to

the finalisation of the topics. Almost all the participants found these discussions most lively, absolutely useful and very enriching.

Group activity II: Once the topics were refined and finalised, the groups got into activity II. This was to discuss and write all the items in the detailed version. The third day was devoted for this activity and it continued for a while on the fourth day. Then the group presentations followed. Based on the suggestions given in the open discussion, each group refined the detailed version.

Group activity III: This activity of writing out the abridged version of the programme proposal became comparatively easy, as the detailed version had been refined. This work was taken up on the last day and was followed by the group presentation.

Programme proposals: Tables 1,2 and 3 present the groups and their proposals of the three phases. The abridged versions of all these 24 proposals are found in this report. It can be seen that there are curriculum programmes, remedial programmes, instructional leadership programmes and awareness programmes. Though most of them are meant for teachers, there are also programmes targeted at headmasters, block supervisors, mandal education officers, VEC, youth and women community leaders. While a few programmes deal with the theoretical aspect, there are also a few related to teaching aids. There are programmes on question bank and teachers' resource book; projects and work experience; retention and school complex; ECCE and value education. Thus we find a good variety in these 24 proposals.

SSA (Sarva Shiksha Abhiyan), a national movement, is coming up in a big way in the sector of school education. It is noteworthy that three of the twenty four proposals cater to SSA. There is a programme for the VEC/youth orienting them to their responsibilities in the context of SSA. Block supervisors have been appointed under SSA in Tamilnadu. One of the programmes aims at training them so that they could discharge their duty more efficiently. SSA gives importance to girls' education and also envisages developing women community leaders. Here, a programme has been proposed to create awareness among women community leaders regarding girls' education, particularly their enrolment and retention.

Content transaction by the participants: The penultimate session of the last day in every phase was specifically meant to see how far the participants would be able to transact the training materials when they go back to their districts. At random four participants were asked to present the content under four headings, viz., concept & scope of in-service training programmes, planning, preparation & implementation and evaluation & follow-up. The mode of transaction was left to their choice. It was noted that

TABLE:1 GROUPS AND PROPOSALS OF PHASE - I

| Group | DIET | Members | Titles of the programmes |
|----------------------------|---|---------|---|
| 01 Bijapur | Kodagu H.S.Sampath Kumar, C.B.Bhagyadakshmi, Y.K.Thimmegowda J.Raju | | Workshop on the preparation of Question bank |
| 02 Mysore Mandya | Moses Jayashankar, Sreekanthesh G.P.Lingaraju, N.Srikantaiah | | Induction training of newly-appointed teachers of higher primary schools |
| 03 Raichur Belgaum | Mahadeva Reddy, Revanna Jayashri Gudi, Tammananavar | | Strengthening of School complex |
| 04 Tumkur | Bangalore (Rural) Jalajakshi.N, A.Subhadra D.Chowdappa, B.Katappa | | Early Childhood Care and Education - Induction Training Programme for Anganawadi teachers |
| 05 Kurnta | N.Kenche Gowda, K.B.Ningarajappa Srikant T Hegde, D.M.Basavarajappa | | Training of Lower Primary School Teachers in Work Experience Activities |
| 06 Kolar Chikmagalur | Suresh.M, Sreelatha Kotemut Basavarajappa B.R, Ramachandrappa K.R | | Workshop on Development of teaching aids for Science at Higher primary level using locally available resources |
| 07 Mangalore | Bangalore (Urban) Veena Nayak, R.Sharada Sheshasayana.K, K.G.Laxmana Shetty | | A Refresher Course in teaching fifth Standard English for LPS teachers |
| 08 Dharwad Shimoga | Davarmani.K.G, Naikar,S.B Renuka.S, Balakrishna.H.S | | Training for novice teachers of higher primary schools in using Mathematics Kit |
| 09 Bellary Gulbarga | J.M.Thippeswamy, Ashok Kumar Sindagi D.A.Thimma, K.L.Rajendra | | Training for developing mastery over hard spots in Science among higher primary school teachers |
| 10 Davangere Bidar | Basavaraj.G, Poornima.P Sumathi.S, Sukumari.S | | Content Enrichment programme in Social science for Upper primary School teachers |

TABLE:2 GROUPS AND PROPOSALS OF PHASE - II

| Group | DIET District | Members | Titles of the programmes |
|-------|--|---|--|
| A | Trichy Pondicherry Salem Nilgiris | S.Shivakumar N.Prabhakar N.Rayappa P.K.Devaraj | Training the Primary School Head Masters in School Improvement Plan |
| B | Vellare Tanjore Ramanathapuram | D.Manikantan V.Kannanayyan C.Dorairaj | Training Programme for Primary School Teachers to improve Retention |
| C | Madurai Tirunelveli Perambalur | T.Mohana Ram V.William M.Aranganathan | Training for the Upper Primary Teachers in Teaching English Grammar |
| D | Virudhunagar Kanchipuram, Tiruvaranamalai, Oddanchatram | A.Meera K.Chandrasekaran P.Vetroyan V.Sankar | Training the Primary School Teachers to Improve the Values among the Children through Teaching of Tamil |
| E | Karur Theni Nagapattinam | N.Mohan S.Mohan Ram S.Savariaj | Training Teachers in the Skills of Demonstrating and Leading Students to form concepts in Sixth Standard Science |
| F | Vizhupuram, Tiruvallur Pudukkottai | V.S.Kedhari Siva Sankar R.Loganathan M.Raj Kumar | Developing a Training Module for Primary School Teachers to teach effectively the Hard-spots in Fifth Standard Science |
| G | Erode Coimbatore Namakkal | R.Jayanthi A.Rita N.Subramanian | Training the Block Supervisors in conducting In-service Training Programmes |
| H | Mannarkudi Tuticorin, Krishnagiri | R.Kumar S.Paramanathan A.Subramanian | Orientation Programme for the VEC/ Youth in discharging their responsibilities in the context of Sarva Shikshana Abhiyan |

TABLE:3 GROUPS AND PROPOSALS OF PHASE - III

| Group | DIET Districts | Members | Titles of the programmes |
|-------|-------------------------------------|---|--|
| A | Cuddapah Karimnagar Nalgonda | R.V.Mohan Rao D.Laxmara Murthy R.Vidhyasagar | An Orientation Programme for Mandal Education Officers in Instructional Leadership |
| B | Vikarabad Srikakulam Chittoor | K.Sshivanna N.A.Rama Rao G.Chakrapani | Awareness Programme for Women Community Leaders in "Girls' Education" |
| C | Nellore Krishna Visakhapatnam | S.B.J.R.Coudhury M.V.G.Anjaneyulu D.V.Subbaraju | Training Primary Teachers in the Preparation of <i>Cast effective</i> , Teaching Aids and their use in developing intended Competencies among Children |
| D | Alappuzha Thiruvananthapuram | V.B.Vidhyasagarji K.Gopakumar | Training Upper Primary Teachers to Guide Children in Undertaking Simple Projects |
| E | Thrissur Kannur Ernakulam | P.J.Kochuthresia P.K. Gouri Mary Clementine | Development of "Teachers' Resource Book" in Mathematics for Standard Seven |
| F | Idukki Wayanad Kollam | C.Babu Mathew Zacharias N.Suresh Kumar | Training for Upper Primary Teachers in Improving the Transactional Skill in Teaching English |

the presentations in this session was quite impressive in the third phase. One participant resorted to elaborate blackboard work during his lecture, while another distributed a handout in a professional way. Yet another participant, as a prelude to his lecture on 'planning', put up a very short skit with the help of his friends to drive home the importance of proper planning for any programme. The participants were asked to rate the performance of the four presenters on a five-point scale; this was just in response to a few participants who wanted to know about peer rating.

Valedictory session:

Every phase ended with a formal valedictory function. Dr.B.S.Upadhyaya welcomed the gathering. Dr. Ravindra, Principal RIEM, chaired the function and distributed the certificates to the participants. Mr. P.R. Rao, consolidating the outcomes of the programme, spelt out the assessment of the training programme as revealed by the evaluation tools. (The profiles and the questionnaires on programme evaluation had already been analysed.) The participants expressed their views about the training. Dr.L.Srikantappa, Head, DEE spoke on this occasion. The Principal expressed his happiness on the success of the programme and assured the participants that RIEM would keep on organising such meaningful programmes. Finally the programme ended with a vote of thanks by the programme co-ordinator.

D. EVALUATION & FOLLOW-UP:

D.I. EVALUATION:

The programme was attended by the faculty members of the DIETs of south India. There were 83 participants in all. Tables 4 to 7 show the composition of the group under different considerations like age, gender, educational qualification and experience.

Table: 4 Age-wise composition

| Sl.No | Age group (in yr) | Phase-I | Phase-II | Phase-III | TOTAL | % |
|-------|----------------------|---------|----------|-----------|-------|-----|
| 1 | 20- 29 | 03 | 01 | 00 | 04 | 05 |
| 2 | 30- 39 | 18 | 02 | 00 | 20 | 24 |
| 3 | 40- 49 | 12 | 17 | 12 | 41 | 49 |
| 4 | 50 and above | 07 | 06 | 05 | 18 | 22 |
| | Total | 40 | 26 | 17 | 83 | 100 |

Table: 5 Gender-wise composition

| Sl.No | Sex | Phase-I | Phase-II | Phase-III | TOTAL | % |
|-------|--------|---------|----------|-----------|-------|-----|
| 1 | Male | 28 | 22 | 14 | 64 | 77 |
| 2 | Female | 12 | 04 | 03 | 19 | 23 |
| | Total | 40 | 26 | 17 | 83 | 100 |

Table: 6 Educational Qualification-wise composition

| Sl.No | Qualifications | Phase-I | Phase-II | Phase-III | TOTAL | % |
|-------|----------------|---------|----------|-----------|-------|-----|
| 1 | Graduate | 08 | 00 | 00 | 08 | 10 |
| 2 | Post-Graduate | 15 | 25 | 01 | 41 | 49 |
| 3 | Double PG | 17 | 01 | 16 | 34 | 41 |
| | Total | 40 | 26 | 17 | 83 | 100 |

Table: 7 Experience-wise composition

| Sl.No | Experience (in yrs) | Phase-I | Phase-II | Phase-III | TOTAL | % |
|-------|---------------------|---------|----------|-----------|-------|-----|
| 1 | Below 10 | 17 | 04 | 00 | 21 | 25 |
| 2 | 11 - 20 | 14 | 11 | 03 | 28 | 34 |
| 3 | 21 - 30 | 04 | 11 | 12 | 27 | 33 |
| 4 | Above 30 | 05 | 00 | 02 | 07 | 08 |
| | Total | 40 | 26 | 17 | 83 | 100 |

Material outcomes of the programme:

- Training Package on Planning, Preparation and Evaluation of In-service Training Programmes for DIET faculty.
- Computer aided slides - about 180 (self-learning materials and supplementary materials) taken from different sources, presented on Power point.
- Detailed and Abridged proposals for TWENTY FOUR programmes.
- Report of the training programme

Profile of the participants:

The profile was administered to all the participants both on the first day at the time of registration and the last day of the training to collect data regarding their ability in organising in-service training programmes. The participants were asked to compare their profiles at the entry and exit stages and to introspect as to how far the programme had helped them.

Eleven aspects of Planning, Preparation and Evaluation of In-service Training were covered in the profile. It was on a 5-point scale. The points scored by all the participants were added up to arrive at the gross entry score and the gross exit score of the group as a whole. The exit score is 743 points more than the entry score, pointing to the impact of the training on the participants. The

mean of all the 83 entry scores is 38.9 and that of exit scores is 47.8, showing a gain of about 9; and the percentage mean gain is 23.

| Phases | Exit Score | Entry Score | Gain | Gain % |
|--------|------------|-------------|------|--------|
| I | 1854 | 1478 | 376 | 26 |
| II | 1264 | 1031 | 233 | 23 |
| III | 852 | 718 | 134 | 18 |
| Total | 3970 | 3227 | 743 | 23 |
| Mean | 47.8 | 38.9 | 9.0 | 23 |

Programme Evaluation: This was done with the help of a questionnaire, developed in the Resource persons' workshop and administered to all the participants on the last day of the training. The questionnaire contained items pertaining to four areas, viz., *personal information, objectives of the programme, management of the training programme and follow-up action* and accordingly the questionnaire was divided into four sections.

Objectives of the programme

It may be recalled that the programme began with two objectives: (1)to develop a Handbook for the training of DIET personnel in Planning, Preparation and Evaluation of In-service Training Programmes; and (2)to train the DIET personnel in Planning, Preparation and Evaluation of In-service Training Programmes. The following table consolidates the ratings (on a five point scale) of the handbook by the participants and this itself speaks for the quality of the handbook.

| Areas | Good | Very Good | Excellent |
|----------|-------|-----------|-----------|
| Content | 16.2% | 50.8% | 29.3% |
| Clarity | 23.7% | 47.8% | 25.2% |
| Coverage | 34.0% | 42.7% | 20.0% |

The second objective pertains to the training of the DIET personnel. An analysis of the responses of all the participants to the item on their abilities to organise in-service programmes reveals that this objective has also been achieved. This item is also on a five- point scale and there are ten abilities; the maximum possible score is 50 points; the mean score of the 83 participants is 41/50,i.e., 82%.

| Phases | Participants | Mean score | Mean % |
|--------|--------------|------------|--------|
| I | 40 | 42 | 84 |
| II | 26 | 40 | 80 |
| III | 17 | 41 | 82 |
| Total | 83 | 41 | 82 |

Management of the training programme

The questionnaire contains eight items related to the management, which are again to be responded on a five-point scale. Here the mean score of the participants is 31/40 or 78%.

| Phases | Participants | Mean score | Mean % |
|--------|--------------|------------|--------|
| I | 40 | 29 | 73 |
| II | 26 | 32 | 81 |
| III | 17 | 36 | 90 |
| Total | 83 | 31 | 78 |

Qualitative analysis: Other than the above-mentioned formal tools of profile and questionnaire, the resource persons were also informally interviewing the participants and observing them through out the training programme. There was active participation by the participants in theoretical sessions, group activities and in the discussions after presentation of the programme proposals. This reflects that the participants' background understanding in the concerned area is good. The quality of the detailed version of the programme proposals indicates that the participants have acquired, to a reasonable extent, the skill in planning, preparation and evaluation of in-service programmes.

On going through the participants' responses to the descriptive questions, it is found that most of them have found the presentations and group discussions very useful. Involvement and team spirit of the resource persons and punctuality figure prominently among the features appreciated by the participants. The views expressed by some of them are as follows:

"After we saw how everything was planned by the organisers and in the lab, we really got an idea of planning. I would have requested the Director, DSET and the concerned officials to attend this programme as they are the ones who would implement the programmes, planned by us. The plans that were prepared by all of us taking great pains, must be executed."

- Sreelatha Kotemut, Karnataka.

"The programme has helped me in conceptualising the concepts; helped me in building up confidence and leadership qualities. Translating what we have acquired here into action is the need now."

- Sampath Kumar.H S, Karnataka.

"Programme has been very valuable. Our understanding of the topic has enhanced; we developed proposals in a scientific way adhering to all aspects"

- N.Rayappa & S.Sivakumar, Tamilnadu.

"An eye-opener experience for a Head of IFIC branch"

- R.Jayanthi, Tamilnadu.

"No single minute is wasted"

- D Laxman Murthy, Tamilnadu

"Developed confidence in conducting in-service programme more effectively."

- Gopakumar K & VB Vidhyasagarji, Kerala.

"Certainly improved the professional competency of the participants."

- SBJR Choudary, Andhra Pradesh.

"Organisers' preparation and team spirit are admirable and ideal."

- Bhagyalakshmi.C B, Karnataka.

"Punctuality, commitment and responsibility of the programme organisers is very impressive."

- M.V.G.Anjeneyulu, Andhra Pradesh.

"I really admire the way the programme was conducted and the concern, punctuality and active involvement of all the RPs."

- J.H.Thammannanavar, Karnataka.

"I appreciate the great stress on participatory approach and a very fine co-operation among the TEAM."

- Thummegowda.Y K, Karnataka.

"Worthy of emulation, very interesting, systematic."

- V.William, Tamilnadu.

"Resource persons in this programme were a real guiding force."

- Laxmana Shetty. K.G, Karnataka.

"Guiding the participants in group activity was excellent."

- C.Babu, Kerala.

"The group activities and open discussions were very interesting and very constructive."

- Basavarajappa B.R, Karnataka.

"Open discussions were very interesting and very useful."

- R.Vidhya Sagar, Andhra Pradesh.

D.II. FOLLOW-UP:

The details of Phase-I have already been reported in "DPEP Calling" of Jan- Mar. 2002, under the title "The RIEM Spirit" (pp.39-47)

It could be seen from the foregoing account that phases II and III are themselves a follow-up of phase I, so that the entire southern region could be covered by this training programme.

"The plans that were prepared by all of us taking great pains, must be executed." Keeping this earnest and just desire of almost all the participants in mind, the RPs plunged into action. There was an RPs' meeting on 3rd and 4th Dec. 2002 to edit this report and to discuss the future course of action. As 24 programme proposals are ready with the budget and as these programmes have

been identified by the respective DIET faculty themselves, it was decided to discuss the possibility of implementing these programmes at the State level.

Other than these 24 programmes, the participants had expressed the need to organise a few more programmes for the DIET faculty. The organisers would consider arranging these programmes too in the future.

The Principal, RIEM, has also assured the participants of any academic support and guidance in the follow-up by them.

At this stage, it is learnt that the Principal, RIEM, is in the process of discussing the matter with the Secretaries and concerned officials in the State Co-ordination Committee Meetings and that the State authorities are coming forth to take up this collaborative endeavour. The RIEM would jointly take up the responsibility of monitoring the implementation and arranging a sharing workshop.

In addition, the details of all the three phases have been consolidated and are being brought out in this comprehensive report. Efforts are on to get this printed and disseminated all over South India.

Part-III

J-SERVICE PROGRAMME PROPOSALS (ABRIDGED VERSION)

ABRIDGED VERSIONS

Title of the programme

WORKSHOP ON THE PREPARATION OF QUESTION BANK

Need

The teachers of the VII standard teaching Science lack the knowledge in preparing the questions keeping in view the following aspects:

weightage for objectives and specifications,
weightage for types of questions (objective, short answer and essay) and precision and simplicity in wording the questions.

Objective

Preparing as many questions (not less than 300 questions) in VII standard science, giving weightage to objectives, specifications, types of questions and difficulty level.

Content

Novel techniques followed in the preparation of questions of different types.

Methods

Guest lectures, group discussions, group activities, and presentations by the participants.

Resource Materials

Guidelines, VII standard Science Text book, Question papers of the previous years, chalk board, OHP, stationery, furniture, etc.

Resource persons/ Guest lecturers

DIET faculty, Education co-ordinator, High school Head master, Assistant master of a high school.

Expected products

Question Bank in Science for standard VII.

Schedule and Budget

| Phase No. | Activities proposed to be organised | Duration | Estimated Expenditure in Rs. |
|-----------|--|--|------------------------------|
| 1 | Meeting of RPs and DIET faculty | One day | 2500=00 |
| 2 | Workshop on Preparation of Question Bank and printing of materials | Workshop - Five days Printing - one month | 25000=00 |

Amount required for the proposed programme is Rs. 27,500/- (Rupees Twenty seven thousand and Five hundred only)

Title of the programme

INDUCTION TRAINING OF NEWLY-APPOINTED TEACHERS OF HIGHER
PRIMARY SCHOOLS

Need

In recent years, in the department of education many qualitative changes have been taking place. Every year about 3 to 4% of teachers (about 200-250) are being recruited. In order to identify themselves with the teaching community, training is essential. This training should enable the new teachers to know the existing realities of the schools and community along with other educational programmes and prevailing practices. Therefore, it is necessary to give induction training to the newly appointed teachers before they are being sent to the institutions. Thus the DIET has unanimously resolved to conduct this training programme.

Objectives

- To familiarise the new entrants with the various wings and functions of the DIET
- To enhance the personality development of the teachers
- To orient them to various new schemes, methods & techniques of teaching and innovations in the field of elementary education
- To prepare the training package required for the conduct of the programme

Content

- The DIET's role in the professional growth of the teachers
- The various roles and responsibilities of the teachers both in the school and in the community
- New content, new methods and evaluation techniques in elementary education.

Methods

Lecture method, focussed discussion, brainstorming sessions, small and large group activities, demonstrations, direct observations and guided visits.

Resource Materials

- All the available resources of the DIET, BEOs and BRCs.
- Locally available resources and also some stationery materials

Resource persons/ Guest lecturers

DIET faculty, BEO and BRC faculty, and local expertise of the community

Expected products

A training package

Schedule and Budget

| Phase No. | Activities proposed to be organised | Duration | Estimated Expenditure in Rs. |
|-----------|--|-------------|------------------------------|
| 1 | Preliminary meeting | One day | . |
| | Workshop to prepare the package | Five days | 2640=00 |
| 2 | Training 200 teachers in four batches of 50 each | 8 days each | 86,600=00 |
| 3 | Programme Evaluation and Report submission | One month | 5000=00 |

Amount required for the proposed programme is Rs 94,240=00 (Rupees Ninety four thousand two hundred forty only)

Title of the programme

STRENGTHENING OF SCHOOL COMPLEX

Need

Many teachers are not aware of the usefulness of a school complex. The resource persons of the school complex are also lacking in the knowledge of possible activities that could be organised through the school complex and the mode of co-ordinating the member schools. Moreover there are often clashes between the programmes of the school complexes and other agencies like BRCs. All these have led to a weakening of the school complex.

Objectives

- To assess the needs of school complex and set up complex-wise database at the DIET
- To conduct workshop to prepare the annual plan of action to be undertaken by BRCs and school complexes
- To give necessary training to the resource persons of the school complex.

Content

- The concept, meaning, nature, importance and scope of school complex
- Annual action plan or institutional plan

Methods

- Demonstration, discussions and workshop

Resource Materials

- OHP, transparencies, charts and some stationery

Resource persons/ Guest lecturers

- DIET faculty and local resource persons

Expected products

- Training package and a report of the programme

Schedule and Budget

| Phase No | Activities proposed to be organised | Duration | Estimated Expenditure in Rs |
|----------|-------------------------------------|------------------|-----------------------------|
| 1 | Information collection | One month | 1500=00 |
| 2 | Workshop | Three days | 2500=00 |
| 3 | Training | Three days | 24200=00 |
| 4 | Evaluation and Follow-up | After six months | 2000=00 |

Amount required for the proposed programme is Rs 30,200/- (Rupees Thirty Thousand two hundred only)

Title of the programme

EARLY CHILDHOOD CARE AND EDUCATION - INDUCTION TRAINING
PROGRAMME FOR ANGANAWADI TEACHERS

Need

In our district, anganawadi teachers have been directly appointed without training. These are generally SSLC passed or failed candidates. Hence there is a need to train them in ECCE

Objectives

- To make the trainees aware of the duties and responsibilities of anganawadi teachers
- To help them understand the different aspects of ECCE
- To help them understand the methods of ECCE and their usefulness for child's total development
- To prepare a handbook for anganawadi teachers

Content

Concept and aspects of ECCE

Methods used in ECCE

Methods

Lecture, group discussions, group activities, model classes and visit to pre-primary schools

Resource Materials

Charts related to child development

OHP and transparencies

Reference books and handbook on ECCE

Audiocassette of action songs in Kannada

Resource persons/ Guest lecturers

Resource persons from PPTI

Psychologist, child specialist, DIET faculty and a specialist in Nutrition

Expected products

A Handbook for Anganawadi teachers

Schedule and Budget

| Phase No | Activities proposed to be organised | Duration | Estimated Expenditure in Rs |
|----------|-------------------------------------|------------------------------|-----------------------------|
| 1 | Visit to anganawadis | October 3 rd week | 1000=00 |
| 2 | Preparation | 2 weeks | 1300=00 |
| 3 | Training | One week | 22700=00 |
| 4 | Follow-up | Dec 2 nd Week | 1000=00 |

Amount required for the proposed programme is Rs.26,000=00 (Rupees Twenty Six thousand only)

Title of the programme

TRAINING OF LOWER PRIMARY SCHOOL TEACHERS IN WORK EXPERIENCE ACTIVITIES

Need

Work Experience (WE) has been introduced as an integral part of general educational programme at all levels. Most of the teachers are not competent enough to carry out good and varied Work experience activities. They also don't know how to integrate these activities with the other academic subjects.

Objectives

- To familiarise the teachers with the concept and scope of WE
- To develop the skill in them to carry out a few good WE activities
- To help the teachers to integrate a few selected activities with the academic subjects
- To develop a handbook on a few WE activities and their integration with academic subjects

Content

Philosophy, meaning, objectives, significance and scope of WE - Planning the programme -Motivating the students, teachers and administrators - Selection of WE activities based on life and local needs - limiting integration to one or two subjects - School and community resources (Local expertise, raw materials) - Organisational flexibility in selecting activities, in scheduling, in time and weightage - Management of resources -Pilot projects; Implementation; and Assessment.

Methods

Exploratory work (survey of the locality of their residence) - guided visits - Lecture- cum -demonstration: Simple activities such as horticulture, making door mats, dusters, etc, conferences and interviews.

Resource Materials

Raw materials for skill development; waste materials, bye-products or materials that could be recycled

Resource Persons/Guest Lecturers

The expertise available in the community and DIET faculty

Expected end products

Both tangible (Hand-book, Exploratory format, Activity sheets) and intangible (Self -confidence, self-esteem)

Schedule and Budget

| Phase No. | Activities proposed to be organised | Duration | Estimated Expenditure in Rs. |
|-----------|-------------------------------------|---------------------------------------|------------------------------|
| 1 | Preliminary meeting | One day (October) | 500=00 |
| 2 | RPs' workshop & Printing | Five days | 14500=00 |
| 3 | Training | Five days (Nov 1 st week) | 24000=00 |
| 4 | Follow-up | Nov 2 nd week | 2000=00 |

Amount required for the proposed programme is Rs.41,000=00 (Rupees Forty one thousand only)

Title of the programme

WORKSHOP ON DEVELOPMENT OF TEACHING AIDS FOR SCIENCE AT HIGHER PRIMARY LEVEL USING LOCALLY AVAILABLE RESOURCES

Need

Teaching Science becomes interesting and effective if relevant teaching aids are used; this gives opportunities to children to observe, infer, record and draw conclusions. There arises a need for preparation of learning aids by the teachers themselves (apart from the existing Science kits). However, it is observed that most teachers are not doing this. Hence this proposal.

Objectives

- To develop a few learning aids needed for classroom teaching -learning using the locally available resources
- To acquire the ability to use the prepared learning aids in the classroom situations

Content

Identification, development and use of required learning aids to conduct activities including those suggested in the textbooks of upper primary classes

Methods

Lecture-cum-demonstration, Group activities and peer group demonstrations

Resource materials

Raw materials required for preparing charts, models - static and working - , etc.

Resource persons/ Guest lecturers

DIET faculty, experienced Science teacher, an experienced SUPW teacher and Guest lecturers

Expected products

A document on the preparation of learning aids and their usefulness

Schedule and Budget

| Phase No. | Activities proposed to be organised | Duration | Estimated Expenditure in Rs. |
|-----------|-------------------------------------|------------------------|------------------------------|
| 1 | Preparation | July - Aug (one month) | 5000=00 |
| 2 | Implementation | Five days (Aug) | 34950=00 |
| 3 | Evaluation and follow-up | Mid November | 2500=00 |

Amount required for the proposed programme is Rs 42,450=00 (Rupees Forty two thousand four hundred and fifty only)

Title of the programme

A REFRESHER COURSE IN TEACHING FIFTH STANDARD ENGLISH FOR LPS
TEACHERS

Need

Fifth standard is getting included in LPS. Most of the LPS teachers are presently not teaching English language. But they have learnt English methodology in their TCH course. Due to the time lapse, there is an urgent need to refresh their knowledge and skills of teaching English. Also there is a lot of changes in teaching methodology of English language.

Objectives

- To help the LPS teachers to recollect the methods of teaching English language
- To train the LPS teachers in the new methods of teaching English
- To familiarise them with the present fifth Standard English text book

Content

- V Standard English Text book
- Methods of teaching English

Methods

- Lecture, group discussion, group activity and demonstration

Resource Materials

- V Standard English Language textbook
- OHP and transparencies
- Flash cards and audiocassettes

Resource persons/ Guest lecturers

- Faculty members of Regional Institute of English, Bangalore, DIET faculty and experienced teachers

Expected products

- A document of the programme

Schedule and Budget

| Phase No. | Activities proposed to be organised | Duration | Estimated Expenditure in Rs. |
|-----------|-------------------------------------|--------------------|------------------------------|
| 1 | In-house meeting | November (one day) | 100=00 |
| 2 | RPs' Meeting | November (one day) | 1175=00 |
| 3 | Actual Training | Dec (5 Days) | 29725=00 |

Amount required for the proposed programme is Rs.31,000=00 (Rupees Thirty one thousand only)

Title of the programme

TRAINING FOR NOVICE TEACHERS OF HIGHER PRIMARY SCHOOLS IN USING MATHEMATICS KIT

Need

Mathematics kit is available in primary schools. Mathematical concepts can be more effectively transacted using this kit. Hence there is a need to guide the novice teachers in handling and demonstrating the mathematics kit.

Objectives

- To make teaching of mathematics more effective by activity-based and play-way method
- To train the teachers in clarifying difficult concepts through the use of Mathematics kit
- To help the primary school teachers to use the mathematics kit in appropriate situations

Content

Ways of transacting the five major areas of mathematics at higher primary level with the help of mathematics kit

Method

- Lecture-cum-demonstrations followed by discussions
- Focussed discussion on activity-based and joyful methods of learning mathematics
- Group activities in the use of mathematics kit
- Group presentation of a topic selected from HPS mathematics
- Individual activity on a topic in HPS mathematics

Materials

Mathematics kit, OHP, drawing sheets, colour pens, and other stationery materials

Resource persons

DIET faculty and experienced mathematics teachers of the locality

Expected Product

A report of the training programme

Schedule and Budget

| Phase No. | Activities proposed to be organised | Duration | Estimated expenditure in Rs |
|-----------|-------------------------------------|----------------------|-----------------------------|
| 1 | Fixing of RPs & Meeting | July | 1000=00 |
| 2 | Collection of relevant materials | Aug | 1000=00 |
| 3 | Training Implementation | September | 30000=00 |
| 4 | Follow-up | Feb of the next year | 5000=00 |

Amount required for the proposed programme is Rs 37,000=00 (Rupees Thirty seven thousand only)

Title of the programme

TRAINING FOR DEVELOPING MASTERY OVER HARD SPOTS IN SCIENCE AMONG HIGHER PRIMARY SCHOOL TEACHERS

Need

Teachers have difficulty in understanding certain hard spots in higher primary science

Teachers are not able to adopt appropriate strategies for teaching these hard spots in their classes, hence the proposal

Objectives

To identify the hard spots in Science at higher primary level

To train the teachers to acquire mastery in transacting these hard spots

Content

Hard spots identified in the higher primary school Science curriculum

Method

Lecture-cum-demonstrations followed by discussions

Group activities /discussions

Group presentation

Development of alternative materials for transaction of hard spots in groups

Materials

Laboratory materials, models, charts, OHP, Flash cards and other locally available materials, Science journals and other related literature

Resource persons

DIET faculty and experienced Science teachers of the locality

Expected Product

A report of the training programme; Alternative learning materials

Schedule and Budget

| Phase No | Activities proposed to be organised | Duration | Estimated expenditure in Rs. |
|----------|-------------------------------------|----------------------|------------------------------|
| 1 | Identification of hard spots | June | 5700=00 |
| 2 | Material development | July | 6000=00 |
| 3 | Training programme | August | 30660=00 |
| 4 | Follow-up | Monthly | 4000=00 |
| 5 | Report preparation | Feb of the next year | 1000=00 |

Amount required for the proposed programme is Rs 42,860=00 (Rupees Forty two thousand eight hundred and sixty only)

Title of the programme

CONTENT ENRICHMENT PROGRAMME IN SOCIAL SCIENCE FOR UPPER PRIMARY SCHOOL TEACHERS

Need

Upper primary school teachers are not able to properly correlate past events with the present while transacting the social science curriculum. As certain changes are taking place in geo-political and economic fronts, it is necessary that the upper primary school teachers are equipped with updated knowledge to transact the curriculum in social science.

Objectives

To update teachers' knowledge in Social science

To help the upper primary teachers properly correlate past events with the present

Content

Aspects that have changed in social science

The units in which the teachers don't have adequate knowledge (These units will be identified with the help of a questionnaire)

Method

Lecture-cum-demonstrations followed by discussions

Group activities and participatory method

Resource Materials

Source books and articles

OHP, drawing sheets, colour pens and other stationery materials

Resource persons

DIET faculty and Guest lecturers

Expected Product

A report of the training programme

Schedule and Budget

| Phase No. | Activities proposed to be organised | Duration | Estimated expenditure in Rs. |
|-----------|--|-------------------|------------------------------|
| 1 | RPs Meeting & Preparation of questionnaire | Nov. | 6000=00 |
| 2 | Administration of questionnaire | Nov | 5250=00 |
| 3 | Preparation of Training materials | Nov | 3500=00 |
| 4 | Training Programme | Last week of Nov. | 13400=00 |

Amount required for the proposed programme is Rs.28,150=00 (Rupees Twenty eight thousand one hundred and fifty only)

Title of the programme

TRAINING PRIMARY SCHOOL HEAD MASTERS IN " SCHOOL IMPROVEMENT PLAN" (SIP)

Need

In the changed education scenario, the terms like SIP and Total Development of School are frequently used. Already many States in the country seem to have taken a lot of initiative for developing effective schools. In Tamilnadu, all the DPEP district school Headmasters prepared SIPs and implemented them. In Non-DPEP districts, it was resolved to take up SIP in collaboration with DIETs and Block level Education Officers. Thus the DIETs feel the need for organising awareness programmes for the Heads of these Primary schools to carry out their functions effectively.

Objectives

To help the Headmasters to:

- have an awareness of SIP and related Tasks,
- have a clear understanding of the roles and functions in SIP; and
- develop a positive attitude towards SIP

Content

Importance of SIP- School Profile - Effective Internal Management System- Parents' involvement and Need identification of Schools- Review of progress and practices in schools and developing Yearly Calendar.

Method

Group activities and participatory method

Field visits; Brain storming sessions

Resource Materials

Training package consisting of all detailed needs for specific programme

OHP, drawing sheets, colour pens and other stationery materials

Government Circulars and institute's library facilities

Resource persons

DIET faculty and Guest lecturers (D TERT/University)

Local RPs and Headmasters

Expected Product

Training Module; School Information Blank

A report of the training programme

Schedule and Budget

| Phase No. | Activities proposed to be organised | Duration | Estimated expenditure in Rs |
|-----------|--|----------|-----------------------------|
| 1 | In-house & RPs Meeting | Jan | 800=00 |
| 2 | Workshop for development of Training materials | Jan | 7200=00 |
| 3 | Training of HMs (2 cycles) | March | 28600=00 |
| 4 | Sharing Workshop | July | 2400=00 |

Amount required for the proposed programme is Rs 39,000=00 (Rupees Thirty nine thousand only)

Title of the programme

TRAINING PROGRAMME FOR PRIMARY SCHOOL TEACHERS TO IMPROVE RETENTION

Need

When the DIET faculty contacted the long absentee children and their parents, it was learnt that the reason for this long absence was that the classes were uninteresting. Therefore the training was necessary to make the classroom situation interesting so that the changed classroom situation will enable the teacher to improve retention

Objectives

To train the primary school teachers to:

- create better learning conditions in the classrooms;
- acquire the skill of simplicity in teaching; and
- develop proper attitude towards children.

Content

District Statistics on retention - issues and challenges - Strategies for improving retention (learner-centred; activity-based ;Joyful learning)

Method

Group discussions, Lectures and Video shows

Resource Materials

Audio-Video cassettes, Transparencies

OHP, drawing sheets, colour pens and other stationery materials

Some of the Data collected from authorities/ Training Manual/ Questionnaires

Resource persons

DIET faculty and Guest lecturers (State)

Some experienced retired teachers

Expected Product

A report of the training programme

Schedule and Budget

| Phase No | Activities proposed to be organised | Duration | Estimated expenditure in Rs. |
|----------|-------------------------------------|----------|------------------------------|
| 1 | Orientation programme | Oct | 10000=00 |
| 2 | Training Programme (3 Spells) | Oct | 48000=00 |
| 3 | Follow-up Training Programme | Oct | 5000=00 |

Amount required for the proposed programme is Rs.63,000=00 (Rupees Sixty three thousand only)

Title of the programme

TRAINING FOR THE UPPER PRIMARY SCHOOL TEACHERS IN TEACHING
ENGLISH GRAMMAR

Need

The teachers of upper primary schools have studied only in Tamil medium. Even though they had a chance to study the methodology of teaching English during their pre-service training, they find it difficult to teach the basic concepts of English grammar in classroom situations. This has been observed by the DIET faculty and also expressed by the teachers themselves. Hence there is a felt need among the teachers for an appropriate training programme in teaching English grammar

Objectives

- To develop a training package for teaching English grammar.
- To help the upper primary school teachers understand some of the basic concepts of English grammar
- To train the teachers in teaching these concepts of English grammar

Content

Basic concepts in Grammar-

Number, Gender, Noun, Verb, Articles and Prepositions.

Method

- Lecture, eliciting the concepts and examples from the participants
- Model class by experts
- Individual activity - worksheet
- Group activity

Resource Materials

- English textbooks of upper primary classes; Reference books
- Grammar workbooks; Audio - cassettes; Charts with substitution tables
- Picture-album; flannel board and cut-outs

Resource persons

1. Experienced English P.G Teachers from higher secondary schools
2. Lecturers of ELT.

Expected Product

Training package

Schedule and Budget

| Phase No. | Activities proposed to be organised | Duration | Estimated expenditure in Rs |
|-----------|-------------------------------------|----------|-----------------------------|
| 1 | Resource persons meeting | 1 day | 1200=00 |
| 2 | Resource persons workshop | 3 days | 2600=00 |
| 3 | Training for the teachers | 5 days | 24350=00 |
| 4 | Report writing | 15 days | 1100=00 |

Amount required for the proposed programme is Rs.39,150=00 (Rupees Thirty nine thousand one hundred and fifty only.)

Title of the programme

TRAINING THE PRIMARY SCHOOL TEACHERS TO IMPROVE THE VALUES AMONG CHILDREN THROUGH TEACHING OF TAMIL

Need

In the man-making process of learning and teaching, the values of life should be focussed upon. Values should not be considered as a separate entity. They must be incidental to teaching of Tamil. The values are already stated clearly (MLL designed in the curriculum and incorporated in the textbooks). On the part of the teachers, more awareness is needed to emphasise on values. At this juncture, an orientation programme on Value education for the primary teachers is necessary.

Objectives

- To create awareness in primary school teachers of inculcating values in students.
- To make them identify and analyse the various kinds of values found in the Tamil textbook.
- To facilitate them in relating the various values while teaching Tamil

Content

The Tamil textbooks

Good habits; Respect to elders; Punctuality; Affection towards others; faithfulness; Friendliness; Kindness; Cleanliness; Concern for nature

Method

Group discussion, lectures, and Group activities

Demonstrations

Resource Materials

Training modules; Textbooks; Reference books

Transparency sheets and OHP; Topic cards

Resource persons

DIET faculty and Guest lecturers (from nearby college)

Teachers of Primary schools

Expected Product

Training Module

A report of the training programme

Schedule and Budget

| Phase No | Activities proposed to be organised | Duration | Estimated expenditure in Rs |
|----------|-------------------------------------|----------|-----------------------------|
| 1 | Meeting | Oct | 1060=00 |
| 2 | Workshop | Oct | 7870=00 |
| 3 | Training (Five days) | Nov | 14390=00 |

Amount required for the proposed programme is Rs 23320=00 (Rupees Twenty three thousand three hundred and twenty only)

1

Title of the programme

TRAINING TEACHERS IN THE SKILL OF DEMONSTRATING AND LEADING STUDENTS TO FORM CONCEPTS IN SIXTH STANDARD SCIENCE

Need

Teachers are lacking confidence in conducting activities / experiments in the classrooms. It is also observed that teachers do not generally lead the students to develop concepts from the observations.

Objectives

- To develop in teachers the confidence to do experiments.
- To develop in them the skill of setting and demonstrating experiments for students to observe and record
- To enable them to lead the students to form concepts from the recorded observations.

Content

- Selected concepts, which are to be formed by students.
- Appropriate activities to develop these concepts.

Method

- Demonstration and participatory method
- Manual for conducting experiments

Resource Materials

- Training Manual
- Institute laboratory

Resource persons

- DIET faculty and Guest lecturers (from Higher Secondary schools and College of Education)

Expected Product

- Training manual for Demonstration of specific experiments in Science
- A report of the training programme

Schedule and Budget

| Phase No. | Activities proposed to be organised | Duration | Estimated expenditure in Rs |
|-----------|-------------------------------------|----------|-----------------------------|
| 1 | Identification of Concepts | One day | 1020=00 |
| 2 | Preparation of the needed Manual | 15 days | 1720=00 |
| 3 | Training teachers | 6 days | 21000=00 |

Amount required for the proposed programme is Rs.23,740=00 (Rupees Twenty three thousand seven hundred and forty only)

Title of the programme

DEVELOPING A TRAINING MODULE FOR PRIMARY SCHOOL TEACHERS TO TEACH EFFECTIVELY THE HARD SPOTS IN FIFTH STANDARD SCIENCE

Need

When DIET faculty visited the schools, many of the teachers told them that some of the competencies involved in the fifth standard Science text are really hard for pupils to understand. Some of the teachers themselves felt that they found it difficult to develop the competencies in the hard spot areas. So it is a felt need of the teachers to have some kind of training on the hard spots concerned

Objectives

- To identify the hard spots in Science
- To prepare a training Module
- To try out the module on the teachers in a training programme
- To critically review the module and refine it

Content

Hard spot and difficult competencies in V Standard Science identified in the workshop involving the teachers concerned

Method

- Group work -presentation and group discussion
- Demonstration and Problem-solving

Resource Materials

V Standard Science textbook; Reference books
Science apparatus, Models, Pictures/Charts and Museum specimens

Resource persons

DIET faculty and Guest lecturers (from DTERT and Govt. Training college, Chennai)

Expected Product

- Training Module in Science for Fifth Standard teachers
- A report of the training programme

Schedule and Budget

| Phase No. | Activities proposed to be organised | Duration | Estimated expenditure in Rs |
|-----------|-------------------------------------|------------|-----------------------------|
| 1 | Identifying Hard spots | One day | 1600=00 |
| 2 | Development of Training Module | Five days | 9000=00 |
| 3 | Tryout of Training module | Three days | 10000=00 |
| 4 | Finalisation of the module | One day | 1600=00 |

Amount required for the proposed programme is Rs 22,200=00 (Rupees Twenty two thousand two hundred only)

Title of the programme

TRAINING THE BLOCK SUPERVISORS IN CONDUCTING IN-SERVICE TRAINING PROGRAMMES

Need

Under the SSA scheme, Tamilnadu government has deputed Supervisors for Blocks. They were Head masters of Secondary Schools. They have to conduct Training Programmes to the Primary Teachers at the block level with BRTs. They do not have any experience in conducting In-service Training programmes. So, there is an immediate need to conduct training programmes to these Supervisors.

Objectives

To develop a training package for conducting training programmes.
To train the Block supervisors to conduct in-service programmes at the Block level.

Content

Role of Supervisors in the context of SSA
Concept of Training and its importance - Planning, Preparation, Implementation and evaluation of Training
Types of programmes

Method

Group activity with discussion
Group presentation

Resource Materials

Reference books: SSA frame work, Training package, OHP & transparencies

Resource persons

DIET faculty
5 RPs & 2 Guest lecturers

Expected Product

A Training Package
A report of the training programme

Schedule and Budget

| Phase No. | Activities proposed to be organised | Duration | Estimated expenditure in Rs |
|-----------|-------------------------------------|------------|-----------------------------|
| 1 | Meeting with RPs | One day | 1990=00 |
| 2 | RPs Workshop | Three days | 4010=00 |
| 3 | Actual training | Five days | 16550=00 |
| 4 | Report preparation | One month | 6000=00 |

Amount required for the proposed programme is Rs 28,610=00 (Rupees Twenty eight thousand six hundred and ten only)

Title of the programme

ORIENTATION PROGRAMME FOR THE VILLAGE EDUCATION COMMITTEE (VEC)/ YOUTHS IN DISCHARGING THEIR RESPONSIBILITIES IN THE CONTEXT OF SSA

Need

In view of the implementation of SSA, certain roles and responsibilities are earmarked for VEC/Youths. As these personnel are not familiar with SSA, it is necessary to organise Orientation Programme to make them understand their responsibilities.

Objectives

To make the VEC/Youth understand the objectives of SSA and their roles

Content

The objectives of SSA

Roles and responsibilities of VEC/Youths

Guidelines to mobilise the available community resources for supporting the school activities

Method

Participatory approach

Panel discussion

Guest lectures and focussed group discussion

Resource Materials

Training module; Posters, Charts

SSA profile of the concerned districts

Resource persons

DIET faculty and 2 Guest lecturers (DEEO)

Asst. Dist. Coordinator of SSA

Expertise/Product

Training Module and posters

A report of the training programme

Schedule and Budget

| Phase No | Activities proposed to be organised | Duration | Estimated expenditure in Rs |
|----------|--|------------|-----------------------------|
| 1 | Training module and material preparation | Three days | 5000=00 |
| 2 | Orientation Programme I | Two days | 9450=00 |
| 3 | Orientation Programme II | Two days | 9450=00 |

Amount required for the proposed programme is Rs 23,900=00 (Rupees Twenty three thousand Nine hundred only)

Title of the programme

AN ORIENTATION PROGRAMME FOR THE MANDAL EDUCATION OFFICERS IN
INSTRUCTIONAL LEADERSHIP

Need

In the State of Andhra Pradesh, significant changes in the field of education are taking place. Appointment of MEOs, change agents, is one such action taken to strengthen supervision and monitoring of educational progress at Mandal level. These MEOs have a great challenge of facilitating all the functionaries involved in the field. It is observed by the DIET faculty, that MEOs (newly appointed/promoted), who were earlier teaching at Secondary level, have many difficulties in understanding the problems and issues related to Primary education, even though they have sufficient experience. Thus the DIET faculty, after informal discussions with the MEOs and direct observations during the field visit, realised the need for organising an Orientation programme for the MEOs.

Objectives

To help MEOs understand their roles and functions in general and particularly as 'instructional leaders'

Content

Roles and Functions of MEOs - aspects of Instructional leadership (Motivating teachers- Creating positive Classroom climate -Management of class room - Supervision of effective teaching - Instructional guidance for teachers) - District Educational programmes

Method

Lecture-cum-discussion; Brain storming session; Panel discussion; field experience and Role play

Resource Materials

Course materials; Electrical and Electronic gadgets and Stationery

Resource persons

DIET faculty and a Guest lecturer (DPEP)

Expected Product

Training package

A report of the training programme

Schedule and Budget

| Phase No | Activities proposed to be organised | Duration | Estimated expenditure : Rs |
|----------|--|------------|----------------------------|
| 1 | RPs Meeting & workshop; Preparation of Materials | One month | 1700=00 |
| 2 | Programme | Three days | 26800=00 |
| 3 | Report writing & visits | 2 months | 1300=00 |
| 4 | Follow-up Workshop | Two days | 10000=00 |

Amount required for the proposed programme is Rs 39,800=00 (Rupees Thirty nine thousand eight hundred only)

Title of the programme

AWARENESS PROGRAMME FOR WOMEN COMMUNITY LEADERS IN "GIRLS' EDUCATION"

Need

SSA envisages developing women community leaders in educational programmes. It also aims at 100% girls' enrolment and retention. But there is a big gap between the enrolment of boys and girls particularly in backward and rural areas of AP. Girls enrolment is less and drop out rate is more. In this context, through Women community leaders it is possible to make an attempt to increase the girls' enrolment and retention.

Objectives

- To create an awareness in women community leaders of their roles and functions
- To create an awareness in the women community leaders of the importance of education to girls
- To help them in the preparation of a plan of action for improving Girls' enrolment and retention:

Content

Roles and responsibilities of WCL - causes of poor enrolment - Different Government schemes with regard to Girls' education - Ways of improving Girls' enrolment and retention

Method

Facussed discussion - Group-wise presentation; Film shows and Group activities

Resource Materials

Electrical and Electronic gadgets (TV/VCP/Tape recorder)
Stationery
Posters and Charts prepared by DIET/CLP & RPs

Resource persons

DIET faculty and a lady doctor and a Guest lecturer (ICDS)

Expected Product

A Plan of Action

Schedule and Budget

| Phase No | Activities proposed to be organised | Duration | Estimated expenditure in Rs |
|----------|--|----------|-----------------------------|
| 1 | Visit to schools/Villages RPs workshop | Jan | 5920=00 |
| 2 | Training Programme - 3 Spells (2 days each) | Feb | 11080=00 |

Amount required for the proposed programme is Rs 17,000=00 (Rupees Seventeen thousand only)

1

Title of the programme

TRAINING PRIMARY TEACHERS IN THE PREPARATION OF COST-EFFECTIVE TEACHING AIDS AND THEIR USE IN DEVELOPING INTENDED COMPETENCIES AMONG CHILDREN

Need

A State survey was conducted in AP and the following needs of the teachers were identified:

- Models to teach Science subject for classes III to V
- Pictures and activity sheets to teach Telugu for classes I and II
- Maps to teach EVS for Classes III to V
- Activity sheets to introduce new vocabulary to students of classes IV and V in English

It is also felt from the discussion with the teachers that they need training in the preparation of teaching aids and to use them effectively in developing the related competencies among children

Objectives

To help teachers prepare cost-effective teaching aids for developing the intended competencies.

To enable the teachers to make use of these prepared aids to develop the competencies in students

Content

Preparation of Cost-effective teaching aids

Relating the use of these teaching aids for the development of the desired competencies

Method

Lecture-cum-discussion; Demonstration and group activity

Resource Materials

Handouts; Activity sheets; Guide sheets and Stationery

Resource persons

DIET faculty and two teachers from local schools

Expected Product

Teaching aids

A report

Schedule and Budget

| Phase No. | Activities proposed to be organised | Duration | Estimated expenditure in Rs. |
|-----------|---|------------|------------------------------|
| 1 | RPs Meeting & communication | One day | 500=00 |
| 2 | Preparation of handouts and activity sheets | Three days | 2500=00 |
| 3 | Actual Training programme | 5 days | 32100=00 |

Amount required for the proposed programme is Rs.35,100=00 (Rupees Thirty five thousand one hundred only)

Title of the programme

TRAINING UPPER PRIMARY TEACHERS TO GUIDE CHILDREN IN
UNDERSTAKING SIMPLE PROJECTS

Need

In the recent revised curriculum in upper primary classes, learning through undertaking of simple projects has been considered as a major learning activity. Teachers are trained in the approaches and strategies including the project method for transacting the curriculum. However, teachers find it difficult to guide children in undertaking projects. The feedback of the faculty members of the DIETs as a part of the field interaction also substantiates the same. Hence the need for further training

Objectives

- To help teachers understand how undertaking projects facilitates learning in children
- To improve the teachers' ability to identify problems for projects suitable to the competencies in various subjects
- To improve teachers' capacity in guiding projects in order to achieve curricular objectives

Content

Learning through projects; Illustrations of projects; Identification of problems for projects; Guiding upper primary children to undertake projects

Method

Experiential learning, Focussed discussion, Group activity and demonstrations

Resource Materials

Module, conceptual paper and worksheets; Sample project reports and Stationery

Resource persons

DIET faculty

Expected Product

A list of problems for projects in different subjects

A report of the programme

Schedule and Budget

| Phase No | Activities proposed to be organised | Duration | Estimated expenditure in Rs |
|----------|-------------------------------------|------------|-----------------------------|
| 1 | In-house activities | 15 days | |
| 2 | RPs Meeting | Two days | |
| 3 | Training programme | Three days | 17000=00 |

Amount required for the proposed programme is Rs 17,000=00 (Rupees Seventeen thousand only)

Title of the programme

DEVELOPMENT OF "TEACHERS' RESOURCE BOOK" IN MATHEMATICS FOR STANDARD SEVEN

Need

Activity-based Mathematics textbooks are being introduced in Kerala to motivate and stimulate students to learn through active involvement. Planned efforts have been made to supplement the textbook with handbook also to enhance classroom instructional activities. However, the faculty members of DIET during their field visits observed that most of the teachers still lack confidence to prepare and carry out learning activities because of limited illustrations given in the textbook and handbook. Hence it was felt necessary to develop some additional activities and prepare a " teachers' Resource Book"(TRB) in Mathematics for standard VII

Objectives

To identify the topics in Standard VII Mathematics for which learning activities need to be developed

To develop a " Teachers' Resource Book" for the topics identified in Mathematics for Standard VII

To try out the " Teachers' Resource Book" in selected schools

Content

Importance of activity-oriented classes in mathematics; role of TB/HB/TRB and Other supplementary materials; topics selected from Standard VII mathematics Text book; organisation of TRB; Structuring of each chapter; providing guidance for using TRB

Method

Lecture-cum-discussion, Group activity, Group presentation, Demonstrations and Tryout in field

Resource Materials

TB/HB/Reference Books/Journals/Charts/ Questionnaire and Stationery

Resource persons

DIET faculty and 2 RPs from neighbouring schools

Expected Product

Teachers' resource Book in Mathematics for Standard VII

A report of the training programme

Schedule and Budget

| Phase No. | Activities proposed to be organised | Duration | Estimated expenditure in Rs. |
|-----------|-------------------------------------|----------------------|------------------------------|
| 1 | Planning in DIET Field visit | One day One week | 1150=00 |
| 2 | Workshop | five days | 10150=00 |
| 3 | Tryout/monitoring | 7 months | 2000=00 |
| 4 | Review meeting Printing report | Two days One week | 4250=00 2000=00 |

Amount required for the proposed programme is Rs.19,550=00 (Rupees Nineteen thousand five hundred and fifty only)

Title of the programme

TRAINING FOR UPPER PRIMARY TEACHERS IN IMPROVING THE TRANSACTIONAL SKILL IN TEACHING ENGLISH

Need

In Kerala, the primary school curriculum has been revised recently. New textbooks have been introduced. In the textbooks, each unit is provided with language learning activities for developing all the competencies covering the four LSRW skill areas. But, from the field observation and feedback from the learners and teachers it is inferred that most of the teachers are teaching the textual materials in the traditional way. It is also understood that even if the teachers follow the prescribed methods such as repetition and drill, the learners do not achieve the required competencies. Therefore the teachers are to be trained to transact the textbook material effectively so as to develop all the four language skills among the children.

Objectives

To improve the transactional skill of the teachers of English of upper Primary Classes

Content

Textbook of English in Upper Primary classes

Method

Lecture-cum-Demonstration; Group activity; Discussion

Resource Materials

Handouts, Module; Reference materials; Observation schedule; Questionnaire; Charts and Stationery

Resource persons

DIET faculty and 2 RPs from neighbouring schools

Expected Product

A report of the training programme

Schedule and Budget

| Phase No. | Activities proposed to be organised | Duration | Estimated expenditure in Rs |
|-----------|-------------------------------------|-----------------------|-----------------------------|
| 1 | Field visit RPs Workshop | One month Two days | 4900=00 |
| 2 | Teachers' training | Three days | 11200=00 |
| 3 | Monitoring | One month | 3800=00 |
| 4 | Data analysis Report writing | One week | 2000=00 |

Amount required for the proposed programme is Rs.21,900=00 (Rupees Twenty one thousand Nine hundred only)

Part-IV

QUESTIONNAIRES

(Profile and Programme Evaluation)

FORMATS

*PLANNING, PREPARATION AND EVALUATION OF
IN-SERVICE TRAINING PROGRAMMES*

PROFILE

REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research and Training)
MYSORE - 570 006

REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research and Training)
MYSORE-570 006

PROFILE

Personal information

Name. Age. Yrs Sex: M / F

Instruction: Please RATE YOURSELF on the following statements with reference to
IN-SERVICE PROGRAMMES by ticking (X) in appropriate boxes

| <u>I am able to</u> | RATINGS | | | | |
|---|--------------|-----------------|-------------|--------------|-------|
| | Great extent | Moderate extent | Some extent | Least extent | Can't |
| assess the needs of the target groups of the programmes | | | | | |
| state the objectives of the programme | | | | | |
| select the appropriate contents for programmes | | | | | |
| select suitable modes of transaction | | | | | |
| manage with the available resources | | | | | |
| prepare detailed schedules of programmes | | | | | |
| prepare " Programme Proposals" | | | | | |
| get the training materials developed | | | | | |
| develop evaluation tools /instruments | | | | | |
| draw inferences from the evaluation procedures | | | | | |
| undertake follow-up activities | | | | | |

*PLANNING, PREPARATION AND EVALUATION OF
IN-SERVICE TRAINING PROGRAMMES*

PROGRAMME EVALUATION

REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research and Training)
MYSORE - 570 006

REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research and Training)
MYSORE-570 006

EVALUATION OF THE TRAINING PROGRAMME

Dear Participants

During the past five days you have been undergoing training on "Planning, Preparation and Evaluation of In-service Training Programmes". The organisers of the programme would very much appreciate if you could kindly complete the following questionnaire, which seeks your frank evaluation of the programme. This will help us to perform better in our subsequent programmes.

Thank you,

Yours sincerely,
Programme Co-ordinator

Section I - Personal information

Name: Age: ... Yrs Sex: M / F
Address:
Educational qualification: Total years of experience:
Levels of teaching experience.
a) Elementary. ... Yrs, b) Secondary. Yrs; c) DIET.... Yrs.

Instructions: Please read each item and decide your ratings Then mark your response by encircling the appropriate number

| Excellent | Very Good | Good | Fair | Poor |
|-----------|-----------|------|------|------|
| 5 | 4 | 3 | 2 | 1 |

PLEASE RESPOND TO EVERY ITEM

Section II - Objectives of the Programme

| <u>Handbook</u> | <u>Content</u> | 5 | 4 | 3 | 2 | 1 |
|-----------------|----------------|---|---|---|---|---|
| Clarity | | 5 | 4 | 3 | 2 | 1 |
| Coverage | | 5 | 4 | 3 | 2 | 1 |

Now, my ability to

| | | | | | |
|--|---|---|---|---|---|
| Recognise the need of Handbook on Training | 5 | 4 | 3 | 2 | 1 |
| Use the handbook in developing a training programme | 5 | 4 | 3 | 2 | 1 |
| Justify the need for the programme | 5 | 4 | 3 | 2 | 1 |
| State the Objectives of the Training Programme | 5 | 4 | 3 | 2 | 1 |
| Plan a Training Programme for the district | 5 | 4 | 3 | 2 | 1 |
| List the Tasks to be performed | 5 | 4 | 3 | 2 | 1 |
| Identify the problems of co-ordination | 5 | 4 | 3 | 2 | 1 |
| Verbalise the way of tackling the issues and problems related to Training | 5 | 4 | 3 | 2 | 1 |
| Explain the administrative and financial issues related to Training Programmes | 5 | 4 | 3 | 2 | 1 |
| Select appropriate evaluation tools/ procedures | 5 | 4 | 3 | 2 | 1 |

Section. III : Management of the Training Programme

| | | | | | |
|---|---|---|---|---|---|
| Preparation for the Programme by the organisers | 5 | 4 | 3 | 2 | 1 |
| Work schedule of the Programme | 5 | 4 | 3 | 2 | 1 |
| Relevance of the methods of transactions | 5 | 4 | 3 | 2 | 1 |
| Assignments given to the participants | 5 | 4 | 3 | 2 | 1 |
| Time allotted for various activities | 5 | 4 | 3 | 2 | 1 |
| Participation of the group members | 5 | 4 | 3 | 2 | 1 |
| Interaction of the participants | 5 | 4 | 3 | 2 | 1 |
| Leadership of the Programme | 5 | 4 | 3 | 2 | 1 |

List your valuable experiences in this Programme

.....
.....
.....

What were the weaknesses (if any) in this Programme?

.....
.....
.....

If you were to organise similar type of Programmes, what major modification would you make?

.....
.....
.....

Are you satisfied with your own contribution to the Programme?
If 'No' would you please comment?

Yes/ No

.....
.....
.....

Section IV: Follow-up Action

What kind of follow-up action do you plan to undertake as a result of your participation in this Programme?

.....
.....
.....

What kind of assistance would you need in order to implement your follow-up action?

.....
.....
.....

What kind of assistance would you need from RIEM in your follow-up action?

.....
.....
.....

Any further comments or recommendations?

.....
.....
.....

Formats

IN-SERVICE TRAINING PROGRAMME

PROGRAMME PROPOSAL (DETAILED VERSION)

Group No:

| Names | DIET |
|-------|------|
| | |
| | |
| | |
| | |

REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research and Training)
MYSORE - 570 006

PROGRAMME PROPOSAL

PART-I

- 1 Name of the Institution : _____
2. Title of the Programme _____

- 3 Type of Programme _____
4. Total Duration of the Programme (month): _____
(a) Likely date/month of commencement _____
(b) Target date/month of completion _____
- 5 (a) Stage of Education to which the programme is meant (Pre-primary/Primary/Upper Primary/ Secondary/Sr.Sec/Any other) _____
(b) If programme is meant for a group with Special needs (SC/ST/Gifted Child/ Out-of-School Child/Minorities/Disabled) _____
- 6 Beneficiaries (Students/Teachers/ Administrators/Any other) _____
7. Collaborating Agencies

| Name of the Agency | Nature of Collaboration | | | |
|--------------------|-------------------------|---------|-----------|-------|
| | Monitoring | Funding | Assisting | Other |
| | | | | |
| | | | | |
| | | | | |
8. Expected End products _____
9. Estimated Expenditure: Rs.....
(In words Rupees. _____)

PROGRAMME CO-ORDINATOR:

PART-II

A. PLANNING

1. Needs of the target group and justification:

2. (a) Objectives of the Programme.

| | |
|---|--|
| 1 | |
| 2 | |
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(b) Content

3. Methods/Resources

3(a) Methods - Selection

| | | | | | | | | | | | | | | | |
|-------------------------|---------------|--------------------|-------------------------|----------------------|------------------|---------------|-------------------|------------------------|---------------|----------|------------|---------|-----------|----------------|-----------|
| Lecture-clim-discussion | Demonstration | Focused discussion | Group-wise presentation | Brain storm sessions | Panel discussion | Lab practices | Field experiences | Multimedia instruction | Peer Tutoring | Workshop | Self-Study | Seminar | Role Play | Group activity | Any other |
|-------------------------|---------------|--------------------|-------------------------|----------------------|------------------|---------------|-------------------|------------------------|---------------|----------|------------|---------|-----------|----------------|-----------|

Selected Method and its purpose

3(b) Resources

(i) Materials:

| | |
|--|--|
| Handouts/Brochures/Covering letters | |
| Course materials/Modules/Manuals | |
| Guide sheets/Activity sheets | |
| Electrical and Electronic gadgets (TV,VCP / Computers / OHP /Slide Projectors) | |
| Test materials | |
| Transparencies/Slides | |
| Information Blank | |
| Official circulars/ Documents | |
| Tools/Questionnaires | |
| Feedback sheets | |
| Posters/Charts/Maps/Flow charts | |
| Periodicals/Journals | |
| Reference materials | |
| Public addressing system | |
| Stationery | |
| Others | |

Selected Materials & their Procurement

| Materials | Place of procurement |
|-----------|----------------------|
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(ii) Resource Persons/Guest Lecturers

| Sl.No | Personnel | Number | Organization |
|-------|------------------|--------|--------------|
| 1 | Resource Persons | | |
| 2 | Guest Lecturers | | |

iii Finance: Budget/Allocated Funds

(Indicating expenditure under different heads like TA &DA, Material preparation, Stationery, Honoraria/Remuneration, Postage Print/Xerox Refreshment, Work Lunch, Contingencies, etc.)

| Phase | Activity | Expenditure Details | | | Remarks |
|-------|----------|---------------------|-----------------------|-------|---------|
| | | Item of Expenditure | Estimated Expenditure | Total | |
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GRAND TOTAL:

In words : Rupees

Rs. _____

4 Schedules

| Phase | Duration From To | Activities | Purpose |
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5. Sharing Responsibilities

5(a) Resource Persons:

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5(b) Participants:

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6. Evaluation & Follow-up

6(a) Evaluation: 1) Selection of Tools/Techniques

| | |
|----------------------------|--|
| Observation | |
| Questionnaire/Opinionnaire | |
| Diary | |
| Tests | |
| Pre-Post Evaluation sheet | |
| Interview | |
| Rating scale | |
| Expert opinions | |
| Check lists | |
| Records and Documents | |
| Products | |
| Performance test | |
| Peer rating | |
| Informal feedback | |
| Ground assessment | |
| Performance Rating Sheets | |
| Any other | |

ii) Selected Tools and their Use

| Evaluation Tool | To evaluate (objective, content, materials, methods) | When to administer |
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6 (b) Follow-up

Date: _____

Signature of Programme Co-ordinator

IN-SERVICE TRAINING PROGRAMME

PROGRAMME PROPOSAL
(ABRIDGED VERSION)

Group No:

| Names | DIET |
|-------|------|
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REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research and Training)
MYSORE - 570 006

1. Needs of the target group and justification:

2. (a) Objectives of the Programme.

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(b) Content

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3 Methods/Resources

3(a) Methods

Selected Method and its purpose

| Method | Purpose |
|--------|---------|
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3(b) Resources

(i) Materials:

| Materials | Place of procurement |
|-----------|----------------------|
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(ii) Resource Persons/Guest Lecturers

| Sl No | Personnel | Number | Organization |
|-------|------------------|--------|--------------|
| 1 | Resource Persons | | |
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| 2 | Guest Lecturers | | |
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4. Schedule and Budget

| Phase | Duration From To | Activities | Estimated Expenditure in Rupees |
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5 Expected End products

Date:

Signature of Programme Co-ordinator

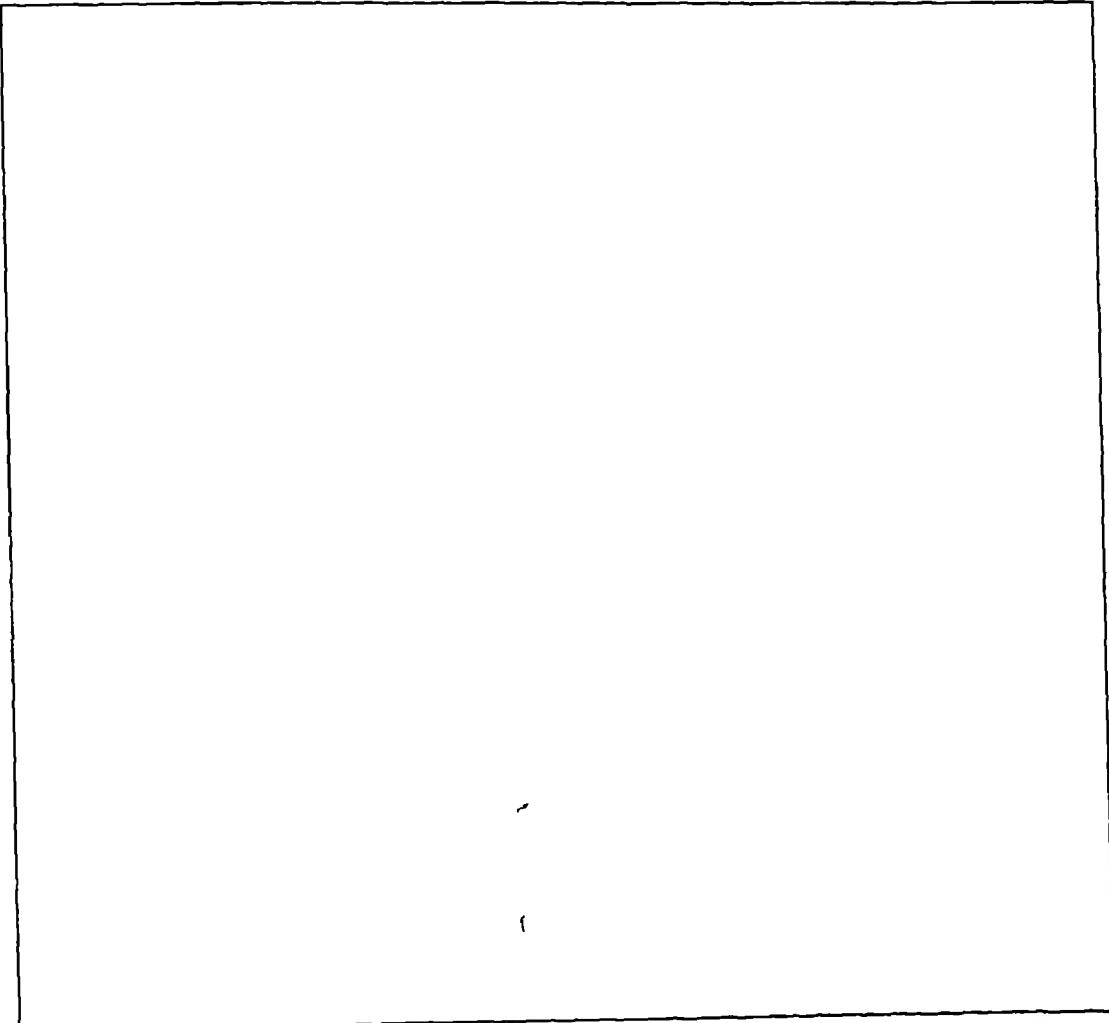
REGIONAL INSTITUTE OF EDUCATION (NCERT), MYSORE -570 006

Planning, Preparation and Evaluation of
IN-SERVICE TRAINING PROGRAMMES

REPORT

Session
Time

Theme/Topic/Activity:



Date:

Prepared by:

ANNEXURE

Detailed Schedule

Time-table

Resource persons' Job chart

Brochure

Schematic Representation of the Programme

Principal's letter

Guide sheet for Preparation and Implementation

Task Team

List of Participants

REGIONAL INSTITUTE OF EDUCATION (NCERT), MYSORE -570 006
Planning, Preparation and Evaluation of In-service Training Programmes

DETAILED SCHEDULE

| Days | Time | Activities |
|------------|-----------|--|
| First Day | 09 00 Hrs | Registration at RIEM Technology Block (Room No:5) Administration of Profile Welcome Head, DEE, RIEM Introduction of Team members, Schematic Representation of the programme (ASN) |
| | 10 00 Hrs | Inauguration Dr G. Ravindra, Principal, RIEM Theme Paper Concept, Scope and Types of In-service Training programmes (PRR) |
| | 10 45 Hrs | Planning (BS) |
| | 11.15 Hrs | TEA |
| | 11.30 Hrs | DIET-wise presentation of Problems and Issues related to in-service programmes of yester years (CP: PV) |
| | 13 00 Hrs | LUNCH BREAK |
| | 14 00 Hrs | DIET-wise presentation of Problems and Issues related to in-service programmes of yester years (CP: PRR) |
| | 15 30 Hrs | TEA |
| | 15 45 Hrs | Our Way - Content Enrichment Courses (BSU) |
| | | |
| Second Day | 09 00 Hrs | Reporting of the previous day's work (DIET participants) |
| | 09 15 Hrs | Our Way - Capacity Building RIEM Approach - (ASN/BSU) |
| | 10.00 Hrs | Theme Paper Preparation and Implementation (BS) |
| | 10 30 Hrs | Evaluation and Follow-up of the Programme (PV) |
| | 11 15 Hrs | TEA |
| | 11 30 Hrs | Selection of Programmes and Formulation of Groups |
| | 12 00 Hrs | GROUP ACTIVITY -1 (PLANNING) |
| | 13 00 Hrs | LUNCH BREAK |
| | 14 00 Hrs | GROUP ACTIVITY -1 (PLANNING) |
| | 15 30 Hrs | TEA |
| Third Day | 15 45 Hrs | GROUP ACTIVITY -1 (PLANNING) |
| | 09 00 Hrs | Reporting of the previous day's work (DIET participants) |
| | 09 15 Hrs | <u>Group-wise Presentation -1 (CP PRR)</u> |
| | 10 00 Hrs | Our Way - "We Plan - Work - Improve" Demonstration followed by Discussion (Dr. V. Kesavan & Team) |
| | 11.15 Hrs | TEA |
| | 11 30 Hrs | Discussion (Dr. V. Kesavan & Team) |
| | 12.00 Hrs | Our Way - " Audio script Development and Training " (PV) |
| | 13 00 Hrs | LUNCH BREAK |
| | 14 00 Hrs | GROUP ACTIVITY -2 (PREPARATION and EVALUATION) |
| | 15 30 Hrs | TEA |
| | 15.45 Hrs | GROUP ACTIVITY -2 (PREPARATION and EVALUATION) |

| | | |
|------------|-----------|---|
| Fourth Day | 09.00 Hrs | Recording of the previous day's work (DIET participants) |
| | 09.15 Hrs | GROUP ACTIVITY -2 (PREPARATION and EVALUATION) |
| | 10.00 Hrs | Our Way - Question Bank, Text Book analysis and School Complex (A Panel discussion) - (PRR, NRNR, GRP) |
| | 11.15 Hrs | TEA |
| | 11.30 Hrs | <u>Group-wise Presentation -2 (CP: PV)</u> |
| | 13.00 Hrs | LUNCH BREAK |
| | 14.00 Hrs | <u>Group-wise Presentation -2 (CP: BSU)</u> |
| | 15.30 Hrs | TEA |
| | 15.45 Hrs | <u>GROUP ACTIVITY -3 (Refinement of Detailed version & Preparation of Abridged version)</u> |
| Fifth Day | 09.00 Hrs | Administration of Profile PRRao |
| | 09.30 Hrs | Administration of questionnaire P Veerappan |
| | 09.45 Hrs | Recording of the previous day's work (DIET participants) |
| | 10.15 Hrs | GROUP ACTIVITY -3 |
| | 11.15 Hrs | <u>Group-wise Presentation -3 (CP: RN)</u> |
| | 11.30 Hrs | <u>Group-wise Presentation -3 (CP: BSU)</u> |
| | 13.00 Hrs | LUNCH BREAK |
| | 14.00 Hrs | Transaction of the Training materials by the DIET participants (CP: PV) |
| | 15.30 Hrs | TEA |
| | 15.45 Hrs | CONCLUDING SESSION Welcome: (PV/RN) Consolidation of the Programme Outcomes (PRR) Views and Opinions of the programme participants Presidential Address . (GR) Distribution of Certificates Vote of Thanks. (ASN) Compere: (BS) Distribution of TA and DA to participants |
| | 17.00 Hrs | |

PLANNING, PREPARATION AND EVALUATION OF IN-SERVICE TRAINING PROGRAMMES

| Day | 9.00-10.00 Hrs | 10.00-11.15 Hrs | 11.30-13.00 Hrs | 14.00-15.30 Hrs | 15.45-17.30 Hrs |
|--------|---|---|--|---|--|
| First | REGISTRATION Profile Administration Welcome Schematic Representation of the programme (ASN) Inaugural address (GR) Vote of Thanks (BSU) | Theme Paper Concept, Scope and Types of In- -service Training Programme (PRR) Planning -(BS) | DIET-wise presentation "Planning, Preparation, Implementation and Evaluation of In-service Training Programmes in Yester years" [C.P. PV(1) / PRR(2)] | OUR WAY Content-Enrichment: "Lenses (BSU) | |
| Second | Reporting of the previous day's work OUR WAY, Capacity Building – RIEM Approach (ASN) | Theme Paper Preparation and Implementation (BS) Evaluation & Follow-up of the Programme ("") | GROUP ACTIVITY -1 (PLANNING) OUR WAY "We Plan- Work- Improve" DEMONSTRATION Followed by discussion (VK & Team) | GROUP ACTIVITY -2 (PREPARATION & EVALUATION) OUR WAY "Audio script Development and Training" | |
| Third | Reporting of the previous day's work GROUP-WISE PRESENTATION 1 | | OUR WAY "School Complex, Question Bank, and Text Book Analysis" PANEL DISCUSSION (PRR/DRM/GRP) | GROUP ACTIVITY 3 (Refinement of the Detailed versions & Preparation of Abridged versions) | CONCLUDING SESSION Welcome: BSU Consolidation of the Programme Outcomes: PRR Views and Opinions on the Programme: Participants Presidential address: GR Vote of Thanks: ASN |
| Fourth | Reporting of the previous day's work GROUP ACTIVITY 2 | | | Transaction of the Training materials by the DIET participants (CP PV) | Compline: BS |
| Fifth | Administration of Profile & Programme Evaluation Reporting of the previous day's work GROUP ACTIVITY 3 | | GROUP-WISE PRESENTATION 3 (CP-ASN /BSU) | | |

Note: Reporting of each session's activity will be done by DIET faculty

REGIONAL INSTITUTE OF EDUCATION (NCERT), MYSORE -570 006
 RESOURCE PERSONS' JOB CHART

| SI No | TIME | ACTIVITIES | GR/NNP | ASN | BS | PRR | BSU | PV | VP | PRH | VK | GRP/NRNR |
|------------|-------|------------------------------|--------|-----|----|-----|-----|----|----|-----|----|----------|
| FIRST DAY | 09 00 | Registration | | * | | | | | | | | |
| | | Administration of Profile | | * | | | | | * | | | |
| | 09 30 | Welcome | * | | | | | | | | | |
| | | Introduction of Team | | * | | | | | | | | |
| | | Inauguration | * | | | | | | | | | |
| | 10 00 | Theme Paper Part -1 | | | * | * | | | | | | |
| | 11 30 | DIET-wise presentation | | | | | | * | | | | |
| | 14 00 | DIET-wise presentation | | | | * | | | | | | |
| SECOND DAY | 15.45 | Our Way - 1 | | | | | * | | | | | |
| | 09 00 | Reporting | | | | | | | * | | | |
| | 09 15 | Our Way - 2 | | * | | | | | | | | |
| | 10 00 | Theme Paper Part -2 | | | * | | | * | | | | |
| | 11 30 | Formulation of Groups | * | * | | | | | | | | |
| | 12 00 | Group Activity -1 | * | * | * | * | * | * | * | * | * | |
| | 14 00 | Group Activity -1 | * | * | * | * | * | * | * | * | * | |
| | 15.45 | Group Activity -1 | * | * | * | * | * | * | * | * | * | |
| THIRD DAY | 09 00 | Reporting | | | | | | | * | | | |
| | 09 15 | Group-wise Presentation -1 | | | | * | | | | | | |
| | 10 00 | Our Way- Demonstration | | | | | | | | | * | |
| | 11 30 | Discussion | | | | | | | | | * | |
| | 12 00 | Our Way -3 | | | | | | * | | | | |
| | 14 00 | Group Activity -2 | * | * | * | * | * | * | * | * | * | |
| | 15.45 | Group Activity -2 | * | * | * | * | * | * | * | * | * | |
| | 09 00 | Reporting | | | | | | | | * | | |
| FOURTH DAY | 09 15 | Group Activity -2 | * | * | * | * | * | * | * | * | * | |
| | 10 00 | Our Way- Panel Discussion | | | | * | | | | | | * |
| | 11 30 | Group-wise Presentation -2 | | | | | | * | | | | |
| | 14 00 | Group-wise Presentation -2 | | | | * | | | | | | |
| | 15.45 | Group Activity -3 | * | * | * | * | * | * | * | * | * | |
| | 09 00 | Administration of Profile | | | | * | | | | | | |
| | 09 15 | Admn of questionnaire | | | | | | | * | | | |
| | 09 20 | Reporting | | | | | | | | * | | |
| FIFTH DAY | 09 45 | Group Activity -3 | * | * | * | * | * | * | * | * | * | |
| | 10 15 | Group-wise Presentation -3 | | | | | | | | | | |
| | 11 30 | Group-wise Presentation -3 | | | | | * | | | | | |
| | 14 00 | Transaction by participants | | | | | | | * | | | |
| | 15.45 | Concluding Session | * | * | * | * | * | * | * | * | * | |
| | | Welcome | | | | | | | * | | | |
| | | Programme Outcomes | | | | * | | | | | | |
| | | Views of participants | | | | | | | | | | |
| | | Presidential Address | * | | | | | | | | | |
| | | Distribution of Certificates | * | | | | | | | | | |
| | | Vote of Thanks | * | | | | | | | | | |
| | | Comperc | | | * | | | | | | | |

REGIONAL INSTITUTE OF EDUCATION (NCERT), MYSORE - 570 006

PLANNING, PREPARATION AND EVALUATION OF IN-SERVICE TRAINING PROGRAMMES BROCHURE

Venue: REGIONAL INSTITUTE OF EDUCATION (NCERT), MYSORE - 570 006

The DIETs have a pace -setting role to play in attaining the excellence in Elementary Education at the District level. They have been entrusted with the responsibility of organising varieties of in-service programmes for the teachers and other personnel under their jurisdiction in addition to the pre-service training

New concepts of education in the context of national development, changing school curriculum and scientific and technological advances necessitate in-service training programmes. In-service training programmes may be of different types. awareness programmes, remedial programmes, upgrading programmes, programmes for special needs, curriculum programmes and instructional leadership programmes.

In-service training programme proceeds in different stages like planning, preparation, implementation and evaluation. The needs of the trainees, objectives of the training, resources, evaluation tools and a host of other aspects have to be taken into account in organising the training programmes. For the training to be effective and fruitful, the trainer should have a thorough understanding of all the stages and aspects of training. It is felt that the DIET faculty, who are in-charge of conducting in-service training programmes for teachers and other persons, should be trained to conduct such training programmes, they should get a thorough grip of planning, preparation and evaluation of in-service training programmes. This programme is organised with this end in view.

Objectives

1. To develop a Handbook for the training of the DIET personnel in Planning, Preparation and Evaluation of In-service Training Programmes.
2. To train the DIET personnel in Planning, Preparation and Evaluation of In-service Training Programmes.

Expected Outcome of the Programme

- 1 A handbook on In-service Training,
- 2 Detailed proposals for 8-10 In-service Training Programmes developed by the Participants,
- 3 Report of the Training Programme.

Other than these material outcomes, by the end of the training, each participant will be able to:

1. Recognise the need of Handbook on Training,
- 2 Use the handbook in developing a training programme,
3. Justify the need for the programme;
4. State the Objectives of the Training Programme,
5. Plan a Training Programme for the district;
6. List the Tasks to be performed,
7. Identify the problems of co-ordination,
- 8 Verbalise the way of tackling the issues and problems related to Training;
- 9 Explain the administrative and financial issues related to Training Programmes,
- 10 Select appropriate evaluation tools/ procedures

Programme Co-ordinator Dr.A S N.Rao Sindhe

REGIONAL INSTITUTE OF EDUCATION (NCERT), MYSORE - 570 006

PROGRAMME: PLANNING, PREPARATION, AND EVALUATION OF
IN-SERVICE TRAINING PROGRAMME

SCHEMATIC REPRESENTATION OF THE PROGRAMME

| No | Stage | Tools/Methods | People | Purpose |
|----|----------------|--|---|---|
| 1 | Planning | Visits /discussion Database Discussion Meeting/ Workshop Communication | State Agencies Task team Task team Task team DEE | To identify the needs To identify the RPs/Guest Lecturers To seek advice on workable activities To plan out the activities and finalise relevant formats, Instructional materials, Tools for evaluation, etc Sharing of work To send letters to the participants /RPs/Guest lecturers(Brochure, Schedule of activities and some specific information needed for the programme from their respective institutions) |
| 2 | Implementation | Presentation Lectures Demonstrations Panel discussions Group work Observation Group-wise Presentation Opinionnaire Interview | Trainees RPs Guest lecturers Trainees Task team Trainees Trainees Trainees | To enlist the problems and issues encountered in their last year's programme To provide the training inputs To create interest in practical activities To analyse the issues related to programmes To learn the skills and process involved in activities through participation To observe the involvement of the trainees in the group work To provide a feedback To assess the effectiveness of the programme To know the reaction to the programme |

REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research and Training)
MYSORE - 570 006

Prof.G.Ravindra
Principal

F. No. 18-PAC 19/DEE2001-02/RIEM

Date:
Mysore

To,

Dear Sir/Madam,

Sub: PLANNING, PREPARATION AND EVALUATION OF IN-SERVICE TRAINING PROGRAMMES - Deputation -Reg.

The Regional Institute of Education, Mysore (RIEM) is organising a programme on Planning, Preparation and Evaluation of In-service Training Programmes for the benefit of the faculty of the DIETs at the request of the Karnataka State Government. The programme is for five days (8th -12th October 2001) at RIE, Mysore. The participants would be made to develop and finalise detailed plans for training programmes they may carry out in their respective DIETs. They are expected to participate in group discussions, group activities and group presentations

You may kindly depute two persons from your DIET who would constructively contribute towards the programme and are likely to continue in your DIETs at least for a couple of years. The names of the participants may be sent to the institution before 20th September 2001.

The prospective participants are required to bring with them the following:

- 1 A list of In-service Programmes organised by your DIET in the past year (2000-01)
2. A list of In-service Programmes proposed by your DIET for the current year (2001-02)
3. Papers for presentation (each of 1000-1100 words) on any two of the programmes already conducted, emphasising the problems and issues faced in organising the programmes. [If you can arrange to send us abstracts of the papers in English (each of 300-400 words) latest by 20th September 2001, the RIEM can explore the possibility of supplying the copies of the abstracts to all the participants].
- 4 2-3 floppies

The participants will be paid TA/DA/Local conveyance for attending the programme as per the NCERT norms. The accommodation for the participants will be arranged in the NARMADA Hostel of the institute at nominal charges. The programme will commence at 9.00 AM in the Technology Block of RIEM on 8th October 2001.

Thanking you,

Yours Faithfully,

(G.Ravindra)

Encls. 1. Brochure(3 copies - 1 Office , 2 for the participants)
2. Schedule

REGIONAL INSTITUTE OF EDUCATION, MYSORE-570 006

GUIDE SHEET FOR PREPARATION & IMPLEMENTATION

PREPARATION

1. Communication
- 1 a Letter of communication (Venue, Schedule; Nature, Scope, Objectives of the training programme, Arrangements, other instructions)
 - Participants
 - Resource Persons/Guest Lecturers
 - Controlling Authorities
 - Administrative Staff & Supporting Staff
- 2 Resources & Funds
- 2 a Collection of Resources
 - Setting-up of Resource Corner
 - Library Services
 - Display Materials and AV Equipments
 - Handbooks, Questionnaires, Etc
 - Physical and other facilities
- 2 b Fund release as per the approved budget to meet the expenditures
3. Materials
- 3 a Material Development
Training Package/ Handbook /Manual/SLMs/Profile/ Guide sheets / Activity sheets /Evaluation tools/Transparencies, Charts, etc.
- 3 b Procuring Materials
Stationery, AV equipments, etc

IMPLEMENTATION

- 1 Following the schedule of events as far as possible
- 2 Maintaining a diary diligently
- 3 Learning Materials:
(Adequacy, Quality, Quantity, Adaptability, Distribution of Time, Production Cost, Storage Place, Simplicity)
4. Session-wise Report:(Format)
5. Management of Time: (Duration, Theory/Practice; Group: Large/Small)
- 6 Management of Facilities:
6 a Campus Facilities
(Light, Transportation, Hall, Resource Materials, Hostels, Rooms)
- 6 b Accommodation Conducive for the Tasks:
- 6 c Secretarial Assistance for the Production of Programme Out-put.
- 6 d Food Arrangements:
- 6 e Instructional Media:
- 6 f Library Service:
- 7 Management of Financial Resources.
- 7 a Financial Procedures
- 7 b TA/Local Conveyance/DA/Honoraria for RPs/Guest Lecturers
- 7 c TA + DA for Participants

REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research and Training)
MYSORE-570 006

PLANNING, PREPARATION AND EVALUATION OF
IN-SERVICE TRAINING PROGRAMMES

TASK TEAM (2002-03)

Names and Addresses

| | |
|---|--|
| Mr.P.Ramachandra Rao | #24, IX Main, V Cross, Vinayakanagar MYSORE -570 012 |
| Mrs B Sarada | #74, Telecom Layout (Stage-I) MYSORE -570 009 |
| Dr B S.Upadhyaya | Regional Institute of Education MYSORE - 570 006 |
| Dr.P.Veerappan | Regional Institute of Education MYSORE - 570 006 |
| Dr V Prasad | Regional Institute of Education MYSORE - 570 006 |
| Dr P.R.Harinath | Regional Institute of Education MYSORE - 570 006 |
| Dr.A S.N.Rao Sindhe Programme Co-ordinator | Regional Institute of Education MYSORE - 570 006 |

LIST OF THE PARTICIPANTS

Participants from Karnataka (PHASE -I)

| Sl No | DIET | Names |
|-------|------------------|----------------------|
| 01 | Bangalore(U), | Veena.R.Naik |
| | | R Sharada |
| 02 | Shimoga | H.S Balakrishnappa |
| | | Renuka.S |
| 03 | Belgaum | Jayashri Gudi |
| | | Tammanavar |
| 04 | Kolar | Suresh.M |
| | | Sreelatha Kotemut |
| 05 | Bellary | Ashok Kumar Sindagi |
| | | J.M.Thippeswamy |
| 06 | Chikmagalur | B R.Basavarajappa |
| | | Ramachandrapappa.K.R |
| 07 | Kodagu | C.B Bhagyalakshmi |
| | | H S Sampath Kumar |
| | | Y.K.Thimmegowda |
| 08 | Dharwad | S B.Naikar |
| | | K G.Devaramani |
| 09 | Davangere | Basavaraja.G |
| | | Poornima P |
| 10 | Bangalore (R) | Jalajakshi.N |
| | | A Subhadra |
| 11 | Mysore | Moses Jayashekhar |
| | | Srikantaiah |
| 12 | Mandya | G P Lingaraju |
| | | N Srikantaiah |
| 13 | Bijapur | T Raju |
| | | Mahadeva Reddy |
| 14 | Raichur | Revanna |
| | | Shrikant. T Hegde |
| 15 | Uttara Kannada | D.M.Basavarajappa |
| | | Sheshashayana K |
| 16 | Dakshina kannada | K G Lakshmana Shetty |
| | | Sumathi S |
| 17 | Bidar | Sukumari.S |
| | | D.Chowdappa |
| 18 | Tumkur | B.Katappa |
| | | K B.Ningarajappa |
| 19 | Hassan | N Kenchegowda |
| | | D A.Thimmanna |
| 20 | Gulbarga | K.L.Rajendra |

Participants from Tamil Nadu & Pondicherry (PHASE -II)

| Sl No | DIET | Names |
|-------|----------------------|--------------------------|
| 01 | Tirunelveli, TN | V William |
| 02 | Ramanathapuram, TN | C Dorairaj |
| 03 | Tuticorin, TN | S Paramanantham |
| 04 | Vellore, TN | D Manikantan |
| 05 | Tanjore, TN | V.Kannaryan |
| 06 | Nagai, TN | S.Selva Raj |
| 07 | Trichy, TN | S.Sivakumar |
| 08 | Tiruvannamalai, TN | P.Vetroyan |
| 09 | Theni, TN | S Mohanram |
| 10 | Villupuram, TN | V.S Kethari Siva Shankar |
| 11 | Erode, TN | R.Jayanthi |
| 12 | Coimbatore, TN | A.Rita |
| 13 | Uthamacholapuram, TN | N Rayappa |
| 14 | Madurai, TN | T M Mohana Rani |
| 15 | Oddenchalam, TN | V Sankar |
| 16 | Karur, TN | N.Mohan |
| 17 | Perambalore, TN | M Aranganathan |
| 18 | Nilgiris, TN | P.K.Devaraj |
| 19 | Pudukkottai, TN | M.Rajakumar |
| 20 | Mannargudi, TN | R Kumar |
| 21 | Krishnagiri, TN | A.Subramanian |
| 22 | Namakkal, TN | N Subramanian |
| 23 | Virudhunagar, TN | A Meera |
| 24 | Tiruvalur, TN | R.Loganathan |
| 25 | Kanchipuram, TN | K.Chandrashekaran |
| 26 | Pondicherry | N Prabhakar |

Participants from Andhra Pradesh and Kerala (PHASE-III)

| Sl No | DIET | Names |
|-------|----------------------------|-----------------------|
| 01 | Karimnagar, AP | Diviti Laxmana Murthy |
| 02 | Cuddapah, AP | R V Mohana Rao |
| 03 | Nalgonda, AP | R.Vidya Sagar |
| 04 | Vishakapatnam, AP | D.V Subba Raju |
| 05 | Srikakulam, AP | N A.Rama Rao |
| 06 | Vikarabad, AP | K.Shivanna |
| 07 | Nellore, AP | S B J R.Choudary |
| 08 | Chittoor, AP | G Chakrapani |
| 09 | Krishna, AP | M.V.G Anjeneyulu |
| 10 | Kollam, Kerala | N Suresh Kumar |
| 11 | Kannur, Kerala | P.K.Gouri |
| 12 | Wayanad, Kerala | Mathew Zacharias |
| 13 | Thrissur, Kerala | P.J Kochuthresia |
| 14 | Kuruppampady, Kerala | N G Mary Clementine |
| 15 | Idukki, Kerala | Babu.C |
| 16 | Thiruvananthapuram, Kerala | Gopakumar |